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ABSTRACT

This model unit, intended for elementary and intermediate level students, inventories Alaska's historic sites and examines the values of preservation. The unit can easily be adapted for use by teachers in other parts of the country. The objective is to introduce an awareness of the architecture and structural aesthetics of our man-made past and a sensitivity and value of preservation for present and future generations. The unit is comprised of three parts. In Part I, which comprises over half of the unit, actual Alaskan sites are listed and briefly described. Suggestions for discussion/research activities follow the descriptions. The activities are many and varied. For example, students are given a definition of the term "historical site" and are then asked to list ten "historical sites" in their own life (e.g. the first tree they climbed) and to explain the significance and location of each site or structure. In many activities students are asked to do research on and to discuss topics such as why did people who built log cabins use green wood or what is saddle-corner construction? Throughout the unit students keep a journal. Part Two of the unit provides a behind-the-scenes look at the type of people involved in historic preservation. The role of funding agencies, foundations, and the federal government in historic preservation and the technical preservation process are discussed. The third part of the unit is designed for higher level students who are capable of conducting an actual survey or doing an inventory of local or regionally significant historical sites. Step by step directions are provided. A bibliography of student and teacher resources is included. (Author/RM)

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# THE FABRIC OF ALASKA'S PAST:
# A CURRICULUM FOR HISTORIC PRESERVATION

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Front Street, Juneau, 1908; W. K. Case photo.

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FRONT COVER. Front Street, Juneau, 1908 from a W.K. Case photo. This view represents a portion of the lower, or dockside business district of the State Capital City, which had grown mightily since the discovery of gold there in 1880. It is part of a newly-created City-Borough Historic District, with planning now in the development stage for historic preservation efforts. Although the facades have benn altered, and some of the buildings have been destroyed by fire or later development, historic buildings which survive, as seen in this photo, include the Viking Lounge (then Juneau Liquor Co.) at front left; and at immediate right front, present day Lyle's Hardware and Ace Hardware, long associated with the pioneer Young and Jorgensen families. It is hoped that all will be restored to their original appearance in the 1980's as a vital part of the cultural heritage resources of historic Juneau. Photo credit: Alaska Historical Library, Juneau.

# ABSTRACT

"The Fabric of Alaska's Past: A Curriculum for Historic Preservation" is a model unit for inventorying Alaska's historic sites and the values of preservation. Many actual sites are listed and briefly described, followed by discussion/research activity suggestions for elementary level students. The objective is to introduce an awareness of the architecture and structural aesthetics of our man-made past, and a sensitivity and value of preservation for present and future generations.

Materials herein will include evaluation (survey and inventory) suggestions, a list of sources for audio-visual aids, a reading list of Alaskan literature, and guidelines for introducing secondary level students to local survey and inventory projects of mutual benefit to student, school and community.

Celia Jankowski, Wiche Intern
Anchorage, December 1979

SEP 2 1980

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## INTRODUCTION

In preserving our state's substantial material culture, Alaskans have a great advantage over most other states. This is a land asleep; in oblivion to the rest of the country, Alaska awoke late to the quite recent clamor of the preservation movement. Alaskan residents in the past half-century have seen a lifestyle already familiar to "Lower 48" Americans -- even an entire century earlier. Guided by such preservation awareness, Alaska now has exceptional, if belated, opportunity. Our people can divert the path of destruction -- so common in the current storm of national urban and rural development. Alaska's preservationists now are able to initiate appropriate action to save a cherished building long before the bulldozers arrive, thanks to experiences gained elsewhere. Preservationists in other states must content themselves with viewing photographs of a valuable historic monument already razed for a parking lot prior to the preservation movement.

Buildings do not stand alone on the preservation roster. Bridges, aircraft, historic trails and objects remain as significant landmarks in Alaska's path to the present.

Preservation values constitute a retrospection of heritage values and a more sincere appreciation for days gone by. In terms of "bigger and better", a modern high-rise, accommodating several hundred people, may more efficiently use the area of a city block than does a pioneer homestead. Quality of current building materials and design may outlive older, natural products, if put to the test. A synthetic geodesic dome city will inherit the earth long after a log cabin village has surrendered its biodegradeable wood and moss to the landscape. Through preservation, however, we can protect both -- providing a useful insight of our journey up to today -- and into tomorrow.

When one contemplates the dramatically swift changes of our present world, one can realize the urgency to protect such reminders of our past before they are lost in the current move of transformation and destruction.

The purpose of this curriculum, then, is to initiate, in young adults, an awareness and appreciation of historic preservation and perspective and of Heritage values. It is the belief of this author that an interest in this fascinating field should be cultivated at an early age, nurtured over the years; and eventually this will produce a dedication to preservation and heritage. This concern -- passed from one generation to the next -- will also insure safekeeping of our material culture in its original form. Traces of our past may then be actually experienced -- through sight and touch -- rather than merely old-timers' stories and recollections.

This study is developed in three parts: first, an overview of actual historic sites in Alaska; second, a look at the preservation process; and third, how best to establish essential survey and inventory of historic sites in your community.

The first part of the curriculum includes activities for use at the elementary and intermediate level. Designed to stimulate discussion and research tasks, the activities focus on many known historical sites in Alaska. With these examples, a parallel can then be drawn by the teacher between public and private historical sites and preservation efforts. Historical research is an integral part of all sites evaluation -- and ultimately of their preservation. All information here is extracted from the Alaska Heritage Resource Survey (AHRS) except where footnoted.

Part two of the curriculum will provide a behind-the-scenes look at the type of people involved in historic preservation. Students will most likely not be directly involved in the actual preservation of a historical site; so detailed information is irrelevant in this curriculum. However, a hands-on approach to preservation education may be developed from this aspect. Inclusion of this section is intended to round out the understanding of historic preservation and what it may mean to Alaskans.

The third part of this curriculum is designed for those higher level students who are capable of conducting an actual survey; or for inventory of local or regionally significant historical sites. With such an examination of sites throughout the state, one can then determine best the value of local survey and inventory efforts and goals.

And so -- happy historical hunting! The ultimate utilization of this particular and specialized curriculum lies with the creativity and flexibility of the individuals, and the skills of a good teacher.

Preparation Activity recommended:

Using the card catalog, list the books available on Alaska. Check the pamphlet file (if one is available). Set up a reading table so that other students may also read and learn more Alaska heritage.

Make a bulletin board display, using pictures (photos and illustrations) and histories, of old homes in your community. Surviving old buildings, and illustrations and published accounts may also be useful (newspaper clippings, diaries, local records, etc.).

Check the periodical section of your library for available magazines and newsletters with articles on sites eligible for historic preservation. Do you know how to use the Reader's guide to Periodical Literature? (Add these to the reading table or bulletin board display.)

Start an historic preservation journal to carry along through your "journey" through history and architecture. One chapter of it should be reserved for new words, and terms, that you will learn as you "travel" into this fascinating subject.

## PART I - Discover Alaska Through Its Historical Sites

Studying about Alaska's Historical sites provides a glimpse of your state's history and an idea of the variety of historical sites in most places. Fitting together the pieces of information related to a building, a foot trail, an archaeological site, or an aircraft, the mystery of the "Alaska story" can be solved. It is not possible, or desirable, to save every ship, bridge, and log cabin; a site must possess a particular significance to be worthy of the special attention which preservation deserves.

The sites in this study have been selected from the Alaska Heritage Resource Survey, which currently lists approximately 6,000, a possible mere ten percent of the proposed goal. Some 150 sites now appear in the National Register of Historic Places. Most sites are worthy of mention in this study for their unique characteristics, but a limited, random selection, is deemed necessary for practicality. A simple classification according to building, site, district, neighborhood, trail route, structure (lighthouse or bridge), or object (totem, ship, railcar) is used. In historic preservation, the framework of structures other than buildings may also be recognized for their architectural values, special features of construction, aesthetics or association with significant historical people.

Architecture is often influenced by the culture of the people who constructed the buildings. Common features thus appear on buildings (across the country) that are characteristic of ethnic groups. In Alaska for example, the onion dome of an old Russian Orthodox Church is a common sight which demonstrates the historic pre-eminence of this pioneer religous sect in Russian-America (Alaska).

Climate (particularly the variety that Alaska is famous for) must not be overlooked in its influence on unique structural specifications. From Arctic winds (in the north) to the heavy rainfall (in the southeast) alterations in building patterns were developed for protection in the battle with the elements; particularly permafrost and sub-zero temperatures in the Interior and N.W. Alaska.

Discussion/Activity:

An historical site may be many things -- a building, a bridge, a lighthouse, an old railcar or a dog-sled trail. Each of these sites will have some special or unique significance -- it might be the first in the area; perhaps some famous person lived in the building; or a special group of people used the trail, long before the first white man. List ten "historical sites" in your own life: the first tree you climbed, the route you took to school, the place you first rode your bike alone. Explain the significance and location of each site, structure or object.

Discussion/Activity:

Define the word "preservation". Think about the definition. In this curriculum, we speak of "historic" preservation. There are many methods of historic preservation, just as there are various other areas of preservation and conservation. Food preservation, for example, also offers many ways to do the task. See how many ways food preservation can be done. Pick one of your favorite foods, or something grown in a garden, and discover how many ways it could be "preserved". Put this report in your journal.

## A. BUILDINGS

"Architecture" is defined as the design and construction of a building or structure. The style differs with each architect and period of history. To begin an architectural awareness, we'll first examine buildings through a study of some of Alaska's noted historical sites; plus a "walking tour" of your own community.

Discussion/Activity:

Using the Architectural Design Sheets (found in the appendix) construct a profile of the classroom you are presently in. Then construct a profile of the school building, using the design sheets. When was your school built. Is it historic?

Discussion/Activity:

On your way home from school, notice the different styles of houses. There probably are many different kinds. Pick one of the Design Sheets and see how many of the styles can be found on your way home. Write the address of the building in the box next to the design or attach another sheet of paper.

Buildings -- particularly residences or homes -- are common testimonials to our early day lifestyles. A nexus for generations of individuals, seeking to fuse together the work and play activities of their lives, found their home a most viable link. In observing residential (and other community buildings) a progression from a simply designed structure to a more complex pattern should be studied and observed.

Discussion/Activity:

Ask your family to find old pictures of your own home. Find pictures of your town from several, or many, years ago. Compare these to present day appearance. See if you can pick out (in the old pictures) buildings still standing, by matching details such as porches, roofs or windows. Compare the two pictures. Then discuss the changes that appear to have taken place.

Discussion/Activity:

Relocate to a neighborhood of older buildings. Each student should pick a building, and settle in front of it with a paper and pencil. Paying attention to detail, each student should duplicate, on paper, the artistic design they see on a door, cornice, eave, cuppola, wrought-iron fence, or other physical (architectural) feature.

### 1. Native Structures

Alaska's inhabitants housed themselves, for many decades, in crude log cabins or rough sawed wood variations of this most simple structure. The ice igloo, usually associated with Eskimo habitation, was actually a misunderstood, (temporary) dwelling used only while hunters were away from home on a subsistence hunt. Near the Arctic shoreline, where trees do not grow, driftwood and whale bone was retrieved in the summer and used for building homes. A skin skylight, at the top of the roof, was the only window. This opening was covered with entrail skin because of its transparency and waterproof characteristics.

Discussion/Activity:

Many people think Eskimos always live in igloos. Find out what the igloo was used for. Find out what other kind of structures were used by Eskimo people. How was an igloo built? How was their home built? See if you can build a model of each, and write a report for each, telling when it was used, why and how.

Remains of an Eskimo village have been found at the Kaguyak site on Afognak Island, which have made it possible for archaeologists to study the style of housing used by native inhabitants. On this particular site, it was determined that semi-subterranean dwellings were used. Rectangular in shape with an entrance to the sea and often a tunnel or passageway connecting two or more structures, the houses were built partially underground and covered with whale bone or log roof. This design was similar to the Kashim, or larger communal structure, which was built completely underground, also roofed with logs, brush, or skins, and used for dances and ceremonial occasions. Two interesting features of a church found on the site were the use of sod, packed on the exterior wall base one meter in height, and the use of hand-forged nails throughout the building. Many of these nails were found in an excavation of the site.

Discussion/Activity:

Find out what these two new terms mean and add them to your journal: Semi-subterranean and hand-forged. Why do you think Eskimos in the village of Kaguyak used materials like sod and whale bones? Where do you think they got their nails? See if you can find the answers.

The Kijik Historic District near Lake Clark is a good example of the cultural traits of the Tanaina (Athapaskan) Indians. Twelve houses once stood on this site, each with some form of gabled roof. Beneath these roofs, the interior had a variety of designs. Five of the houses consisted of two rooms: A living room and another, possibly used for general storage, drying and smoking fish, or heating bath rocks. Another source indicates that the additional space was used for sleeping rooms, sweat houses and menstrual huts. Some had only a single room, others had many rooms, another with a bathhouse attached to the main structure. Up to the turn of this century, the Indians would dismantle their homes and carry the logs with them to a new building site. As a result, only two such homes remain as visible evidence of structural style and design.

Discussion/Activity:

The roofs of the houses that once stood on the Kijik Historic District were "gabled". Find out what is meant by this term. Draw a picture of a house with a gabled roof to show you know the meaning of the term. (Don't forget to add this to your vocabulary list in your journal.)

Discussion/Activity:

Find a measuring stick, pencil, and paper and draw the floor plan of the classroom, or your room at home. You may want to include furniture, heating ducts, windows.

Discussion/Activity:

Find a description of a room in any Eskimo or Indian house. How does it compare with yours? Does it have more or less furniture? Heating units? Do you think that Eskimos and Indians could use your home in the lifestyle they are familiar with? What kind of problems do you think they might have? Could you live in their house? What kind of problems might you have?

## 2. Tents

Alaska saw a period of "tent towns" in its earlier history. In the days of the gold rush, prospectors hastily built temporary dwellings to afford themselves only the essentials of shelter. Public bathhouses and outhouses existed to meet their sanitary needs -- often at a price! Early Nome first consisted of thirty miles of tents.[1] Skagway, Dyea and Anchorage were "tent cities".

Occasionally, individuals, like Mollie Walsh, lived a solitary life alone in a tent, standing along the White Pass Trail out of Skagway. Fending for herself, and taking care of those who passed through her door, Mollie lived near Log Cabin until after she married and moved to the State of Washington.[2]

---

[1] McLain, Carrie M. Gold-Rush Nome, 1969.
[2] Mills, Thora McIlroy. Angel of the White Pass.

Tents were also used as temporary military posts until more stable accommodations could be built.

Discussion/Activity:

Compare the early use of tents in Alaska, with their current use (camping, circus, etc.). Read more about Molly Walsh and old Skagway. Who was "Ma" Pullen?

### 3. Log Structures

The popularity of log structures is due to the availability of materials and its simple construction methods. Log cabins continued to thrive, well after frame homes came into existence. For the most part, they were small, rectangular, one room, with a low-pitched roof. It is difficult to date buildings in a particular area by the style of the logs because of the various regional influences, modification, and cross-cultural influences.

Discussion/Activity:

Another new term to add to your word list: "low-pitched roof". Find a picture of a building with a "low-pitched roof" or draw a picture of one to illustrate the example.

The Erskine House in Kodiak, believed to be the oldest existing Russian structure in the U.S., built in 1793 of rough-hewn squared logs and later covered with red cedar siding, was used as a warehouse and office for a fur company, is especially unique for its large size.

Discussion/Activity:

The Erskine House is built with "rough-hewn squared" logs. There are many different styles of log cabins: square-notched, dove-tailed, etc. See how many styles you can find out about. Write each down in your journal, noting the differences. Draw an example of each to show the difference.

The Victor Holm Cabin in Kenai is a more simple example of a small hewed-log residential structure. Its typically small size, 13' by 15' was sufficient and of the primitive, pre-gold rush period style. The dove-tailed corners utilized green wood, growing tighter as it seasoned.

Discussion/Activity:

Find out why people who built a log cabin would use green wood. What does it mean when the wood seasons? (Add new term to your vocabulary list.)

Discussion/Activity:

Read these two poems about log cabins and houses. See how many more you can find. Write one about your own house.

## My Cabin Home

Around my humble cabin stand--
Protectors from the north wind's blast--
A panoply of trees so grand,
Sired by noble ancestors of the past.

The cottonwoods with straight and slender bole,
Reaching heavenward, like spires of churches;
The spruce--dark shadows on the whole--
And, best of all, the spreading, graceful birches

On the marge of the murmuring stream,
Rushing and tumbling in mirthful glee,
Singing a cadence to my dream
On its turbulent way to the sea.

Picture in mind a valley small
Over which a peaceful quietude lay;
A captive--the surrounding mountain's thrall--
To whose majestic grandeur homage pay.

Beneath its rooftree's kindly shelter,
Far from the world's said blight,
Far from its noisome welter
Is refuge from worldly plight

There is no carpet on its floor,
There is no vestibule of hall;
There is no bar across the door,
Nor damask hanging on the wall.

No blinds across its windowpane
To shut out the light of day;
No curtains or trappings vain
To hinder the moonbeam's play.

Within its shelter and seclusion
I sit and dream of many things;
And find solace without intrusion
In quiet and peace it brings.[3]

---

[3] Johnson, Will A. Untrodden Trails. Exposition Press, 1948.

### Castle of Logs

Deep in the folds of the forest
Simple and strong and benign
Bulwarked by resolute mountains,
Sheltered by hemlock and pine,
One with the sunshine and tempest
One with the mist and the fogs
Shrine of the free and humble--
Noble old Castle of Logs;

Deep in the wildwood's seclusion
Lulled by the whispering trees
Charmed by the rude river's rhythm
Soothed by sweet bird melodies,
One with silence and turmoil
Temple of laughter and health,
One with the calm and the tempest
Home of intangible wealth;

Deep in the evergreen sanctum
Sure in serenity laid
Sheltered by towering ranges
One with their brilliance and shade,
One with the starshine and sunshine
Robed in humility's togs,
Cabin of real rustic rapture
Lowly old Castle of Logs--

Deep in our hearts' inmost chamber
In fondest love held secure
Ever will glow thy reflection,
Ever they memory endure,
O, dwelling of purest affection!
One with life's sunshine and fogs
Home of the Spirit of Nature,
Lovely old Castle of Logs![4]

---

[4] Salisbury, Harold. Alaskan Songs & Ballads, Metropolitan Press, 1967.

Another example of a residential log structure, Rainey's Cabin (built much later, in 1936) in a notched construction style, was the home of several scholars significant in Alaska's past: Rainey, Giddings, Larson, David Hopkins, Troy Pewe, Oswalt, Van Stone. Located on the University of Alaska Campus, it now stands in contrast with the modern architecture as a reminder of the sourdough lifestyle predating modern Fairbanks.

Discussion/Activity:

Some people in Alaska are referred to as either "sourdough" or "cheechako". Find out what is the difference. Are the two words found in the dictionary? Look for them in other Alaskan stories. Add them to your vocabulary list.

Discussion/Activity:

Play detective and investigate what these people (mentioned in Rainey Cabin text) were doing that brought them to live in Rainey's Cabin on the University of Alaska Campus.

Log buildings were used for purposes other than living quarters. An example is the St. Michael Redoubt Site. Its function was as a Russian supply and fur depot, and major base for expeditions into the interior. Although only an archaeological site now remains from the Russian period, a stockade there once enclosed a four-room house for the commander, separate barracks for married and unmarried workmen, two magazines and shed, kitchen, bath house, boat storage, fur storehouse, blacksmith shop, a house for native visitors, and an octagonal Russian Orthodox Church.

Discussion/Activity:

Research. Report on what the extra buildings were used for, and why we no longer need them today (blacksmith shop, bath house, magazines).

A log cabin chapel built in 1841 -- and later a log church built in 1849 -- by Russian Orthodox Missionaries initiates the history of the still-standing Assumption of the Virgin Mary Church built at Kenai in 1894. It is a well preserved nineteenth century church, even though the typical movement of the ground over time has produced some structural alterations. One of the special features is the moss chinking used between logs, which still survives.

Another early-day chapels built by Russian missionaries, the Eklutna Chapel, was constructed with hand-hewn spruce logs. The date of construction is estimated at 1870, although when compared to other late nineteenth century log buildings, the possibility exists that it was built much earlier.

Discussion/Activity:

What does "moss-chinking" mean? If you were to build a simliar cabin today, what would you use instead of moss? (Don't forget to add the new term to your journal vocabulary list.)

Discussion/Activity:

Logs have been used in Alaska for many years for houses, churches, stores, and other facilities. The log cabin is still popular in some parts of Alaska. There are companies that sell log cabin kits. Write to a few of these for price listings and compare to the log cabin of old days. Where did they get their materials before kits were available? How much did it cost them to make one? How much does it cost to make a log cabin from a kit from one of these companies? Make a log cabin out of popsicle sticks or some other material. How much does it cost you to make one?

Discussion/Activity

Both of the chapels mentioned (Assumption of the Virgin Mary and the Eklutna Chapel) were built in the 1800's. See if you can find at least one building in your community that was built in the 19th Century. (Hint: Some buildings have a "cornerstone" with the year of construction on it.) Without the cornerstone, how might you determine a building's age?

Many log buildings have seen history at its homespun best, with inhabitants working, sharing, and caring together. The old Mission House in Fort Yukon is such a building. Three significant themes are brought together: religon, education, and community service. A unique Indian-white relationship was also formed here. While adults went hunting, children spent winters at the mission, active with studies in school, church, and household chores. Each student was daily responsible for gathering ten four-foot sticks. Tuition was often paid with moose or caribou meat, muskrat or beaver pelt.

Discussion/Activity:

Why do Natives no longer use moose, caribou, muskrat, or beaver to pay for tuition and other things?

Discussion/Activity:

It is mentioned that the students at the school collected four-foot sticks. What do you think these were used for?

Discussion/Activity:

Is there an old mission in your town? Do you think the activities were similar? Find out when it was built. See if you can find out what kinds of activities they were involved in.

Saddle-corner construction was used on the two-story Central (Road) House, built to replace a one-story, sod-roofed log roadhouse destroyed in a 1925 fire. A front storm entry and large porch overhang once decked the place, with a dry wood storage structure, a cold storage room and a meat cache, nearby. The site once also included a barn, cold-storage cabin, blacksmith's shop, and protected stalls for the wagons and dogs of passing travelers.

Discussion/Activity:

What is saddle-corner construction? (Add this to your journal.)

What is a meat cache? How was it constructed? In Alaska, some are found in the yards of modern homes. Are they still used? Why or why not?

Discussion/Activity:

What is a roadhouse? What buildings have replaced them in most parts of the country? Is there one in your area? Investigate its history and make a report on it.

### 4. Frame Houses

Peoples' need for larger homes -- speedily built, once sawmills were installed -- brought on the construction of frame homes. This also satisfied a desire for a more stylish abode, with bay windows, projecting gables, patterned shingles, fancy trim and molding, and other Victorian amenities.

Typifying the simple but comfortable living of earliest Anchorage is the Oscar Anderson House, built in 1915, with a gabled roof in front and rear. It was not a pre-fab or log cabin like many of the era because the merchant who built it wanted it to express better this personal taste and aspirations.

Discussion/Activity:

What is a bay window? Molding? Gables? Shingles? Add these to your word list. Include a picture from a magazine or newspaper if you can find one.

Discussion/Activity:

Who was Oscar Anderson? What part did he play in early Anchorage history? See if you can find pictures of his house referred to here.

One of the original and the largest surviving buildings in ghost camp McCarthy, is the General Store, a false-fronted two story structure that housed a meat refrigerator, mechanical equipment, and an upstairs rooming house. McCarthy became a ghost town after the Copper River and Northwestern Railroad and Kennecott Mines left the area, but the building (having had no exterior alterations) stands much as it did when it was significant in the town's activity.

Discussion/Activity:

What is meant by "ghost town"? Do ghosts live there? What causes a town to become a ghost town? What part of the country might you find many ghost towns? Why?

Discussion/Activity:

Compare the old-time "General Store" to a modern day supermarket. Make two columns on your paper, one with general store at the top, the other with supermarket at the top. Under each, list what you would find in one that you probably would not find in the other. Example: under supermarket write TV dinners, and computerized cash register. (You wouldn't find those in an old general store, fifty years ago.) After you've gathered information on general stores, you should have a pretty good idea of what one would look like. Turn a corner of the classroom into a general store and "sell" school supplies, art materials, etc. You might want to include a play money system or credit system.

Another typically middle-American home -- but not Alaskan -- is the Sally Carrighar House. It was considered a Nome "mansion" when built, in 1904, among miners cabins and shanties. The cold climate warranted heavier insulation and thicker walls, with much of the materials being shipped from

Seattle, San Francisco, Chicago, and New York. The captain's window on each side of the bedroom was an example of the extra furnishings a family man, blessed with three gold strikes, could afford. Built without a basement because of the permafrost, the house has withstood several great fires, and wild oceanic storms that devastated its surrounding structures.

Discussion/Activity:

The materials for Sally Carrighar's house had to be shipped from the "Lower 48". Why? How do you think it was shipped? By rail, plane, truck? Find out how supplies were shipped to Nome, Alaska in 1900.

Discussion/Activity:

What was a captain's window? What is permafrost? (Add this to your vocabulary list.)

Discussion/Activity:

Sally Carrighar was an author of three books on Alaska. Read one of her books and write a critique on it. Explain why you think it is good or poor reading. Support your opinions with reasons and examples from the book.

Alaska House, in Fairbanks, demonstrates the "period house" style, popular in that one-time log city; and brought to exceptional elegance in the late 1920's and early 1930's. It combined the details of different eras and styles including leaded glass windows, Tudor entry, and a very prominent stone chimney.

Discussion/Activity:

What is meant by leaded glass windows? Find a picture of one, and try to duplicate it by using colored construction paper.

Discussion/Activity:

What is meant by Tudor entry? Find a picture of one in a magazine or draw one and add it to your journal reports.

Alaska Steam Laundry, at Juneau, illustrates the transition from mining camp to capital city, leaving behind the more modest false-fronted frontier-style business buildings. Built in 1901, it can be considered a representation of the Victorian bridge between 19th and 20th century Alaska. The Steam Laundry continues as a building, now in its fourth generation of owners and an impressive, ornate example of earlier affluence, lifestyle, and local heritage.

Discussion/Activity:

What is meant by "false-front" on a building? What is the purpose of this style of front?

Discussion/Activity:

Is there a business in your community that has been in the same family for generations? Find out what you can about this business to construct a family tree to show how the family members were related to each other and passed on the business to the next person in line.

It was typical of Alaska that as soon as the money, time, and materials became more available, residents would then add rooms, extensions, porches, sheds, amenities, larger windows, and enclosed entranceways to their once-basic log and frame homes, and business buildings.

The Raymond Rebarchek Colony Farm at Palmer is part of an original forty-acre subsistence farm tract (with two acres for the house and barnyard consisting of ten buildings and four silos). The daily routine of a Matanuska Agricultural Colony household, with its farm chores can be well traced through the function of the existing outbuildings: a greenhouse, a 1935 spruce log wellhouse, a barn with two additional rooms for milking, a chicken house, a temporary barn used while the present one was being built, a storage shed and two quonset huts. The farmhouse was built as a resettlement subsistence homestead; due to the project's limited cost factor, a desired basement had to be added later, by the owner, long after the original log structure was completed.

Discussion/Activity:

Make a list of the outbuildings found on the Raymond Rebarchek Farm in Palmer. After each building, write the function or activity carried on in each. Do you think these were common to most farms? Where in Alaska is there a high number of farms? What is it about the area's soil, climate, etc. that provides for good farming? Is agriculture important to Alaska?

An uncommon style of frame structure finish was stucco, as demonstrated by the Swetman House at Seward. Its ornamentation included a combination stepped and decorated gable roof design, built sometime prior to 1927, after having been moved from a local dairy farm.

Discussion/Activity:

What is meant by stucco? It is uncommon in Alaskan architecture. In what part of the country might you find many stucco homes? What materials were available in that region to build stucco houses with?

## 5. Second Generation Architecture

More modern architecture ("second generation") began in the 1930's. The growth-spurt posed a need for larger buildings, which led to a refinement in style, more solidity in form. Among the public buildings are several examples, though few are yet listed on the National Register of Historic Places.

The City Hall in Anchorage was the first of the modern era, all-concrete buildings, constructed in 1936. Its significance, aside from being a part of the city's changing architectural heritage, lies in its representation of local government. At one time, it housed the Mayor's office, Clerk's office, telephone switchboard, city council chambers, Police Chief's office, City Engineer's office, Office of the Superintendent of Public Utilities, Library, three jail cells, "tank room" for overnight drunks, caretaker's apartment, and fireman's quarters.

Discussion/Activity:

Notice the varied activities that took place in the Anchorage City Hall, way back in 1936. How many different buildings in Anchorage are used today to take care of all such functions? What are they and where located? (An Anchorage telephone book may help you.)

Due to a four-year delay of World War II when materials were needed for defense, the 4th Avenue Theatre was not completed until 1947. The Art Deco design is considered a "Landmark in the transition of Anchorage from a frontier community to a city of permanence." The interior art style motif is considered outstanding, also. This was the "Showplace of Alaska" when built.

Discussion/Activity:

What materials were used for military defense in Alaska during World War II that could have been used for this theatre? How were they used instead? When it was finally completed, what was the unusual "Art Deco design", both exterior and interior? Find pictures of it, or something similar, to the 4th Avenue Theatre at Anchorage.

During the depression years (1938-39) the Central Grade School in Anchorage was built in Art Deco design, as a PWA (Public Works Administration) project of the Roosevelt Administration.

Discussion/Activity:

Research Public Works Administration Projects of the "depression years" of the 1930's; investigate and report on any local projects which were a result of this economic period of man-made relief work.

Toward the end of the first great building boom in Anchorage, the Federal Courthouse, Post Office Building was also constructed. Rectilinear in form, using poured concrete, it serves as the foremost example of the era's federally-funded public buildings in Alaska.

Discussion/Activity:

Is there a building in your community constructed by poured concrete? Find out who paid for the building's construction. Is it a government building or a private business? Make a report on the construction of this building and share this with the class.

# RESOURCES

## Books, Pamphlets:

Alaska Division of Parks, Alaska's Historic Roadhouses, 1974.

Balaban, Richard C. and Alison Igo St. Clair. The Mystery Tour: Exploring the Designed Environment with Children. Preservation Press, 1976. (Reprint of a teacher's guide originally published by the Echo Hill Outdoor School.)

Bealer, Alex W. and John O. Ellis. The Log Cabin: Homes of the North American Wilderness. Barre, Mass.: Barre Publishing, 1978. (Good introduction to history and preservation of log cabins, with an extensive sampling of preserved structures.)

Beim, Lorraine and Jerrold. The Little Igloo. Harcourt, Brace and World, Inc., 1941.

Boer, Friedrich. Igloos, Yurts, and Totem Poles; Life and Customs of 13 Peoples Around the Globe. Pantheon Books, 1957.

Brown, Emily. Inupiut (Eskimo) Homes. Tickasook, Unalakleet, Alaska, 1956.

Burdick, Loraine. Alaskan Homes. Quest Books, 1967.

Devlin, Harry. To Grandfather's House We Go: A Roadside Tour of American Homes. New York: Parents Magazine Press. (Range of architectural styles illustrated in easy-to-understand fashion, for nine to thirteen year olds.)

-----. What Kind of House is That? New York: Parents' Magazine Press, 1969. (Illustrations with text, of unusual and now uncommon American buildings; for ages ten to thirteen.)

Hughes, Jill. A Closer Look at Eskimos. New York: F. Watts, 1978. (Includes information on housing.)

Mercer, Henry C. The Origin of Log Houses in the U.S. Doylestown, PA.: The Bucks County Historical Society, 1976.

Minock, Milo. Drawings and Stories. Bethel Council on the Arts, 1971.

Schumann, D.R. Building With House Logs in Alaska, U.S. Dept. of Agriculture Forest Service, 1976.

Simon, Nancy and Evelyn Wolfson. *American Indian Habitats: How to Make Dwellings and Shelters with Natural Materials*. New York: McKay Co., 1978.

Simon, Seymour. *A Building on Your Street*. Holiday House. (Survey introduces children, to age seven, to various building styles and materials.)

Taylor, "Alaska" John. "Inar's Home", *Volcano in Our Yard*. Thompson Printing, 1975. (Information on barabaras, early Eskimo mud huts.)

Veiletter, John. *Early Indian Village Churches*. University of British Columbia Press, 1977.

Wigginton, Eliot. *Foxfire Book, Vol. 1*. Anchor Books, 1972.

*Periodicals*:

*Many Smokes Magazine*, twice yearly; Bear Tribe Books, P.O. Box 9167, Spokane, Washington, 99209. (Juvenile magazine includes articles on Indian traditional life, history, )

*The Old House Journal*, monthly periodical.

*Historic Houses*, bimonthly periodical; Historic Houses Association.

*Audio-visual*:

"A Sense of Time", Alaska State Film Library.

"Buildings for Work and Play", Alaska State Film Library.

"Building Lines." Alaska State Film Library, 1962. (Scenes of a building under construction with emphasis on line patterns.)

"Creative Paper Sculpture -- Architecture." Alaska State Film Library, 1968. (Shows construction of simple cottage to Gothic Cathedral once basic shapes are mastered.)

"How to Build an Igloo." Alaska State Film Library. (Covers basics of structure, ventilation, relationship to environment.)

"Ickpuck, the Igloo Dweller." National Science Film Library. (Includes igloo building.)

"The Country Store in American History." Alaska State Film Library. (Contribution of country store as post office, pharmacy, social and political headquarters.)

Salvadori, Mario G. "Children and Structures", Weidlinger Associates, 110 East 59th St., New York, New York, 10022. (A curriculum for older students is also available.)

"Eskimo Children", Alaska State Film Library. (Shows chores of lifestyle--housework, hunting, drying fish.)

"Indian Guide"; available from Lowery's, P.O. Box 9128, Denver, Colorado, 80209, (cost 25¢, easy-to-use, illustrated dial that explains the diet and dwellings of eight Native American tribes.)

## B. OTHER HERITAGE RESOURCES

### 1. Districts, Archaeological Sites

Besides buildings, other sites are being preserved for their historical significance. An entire neighborhood or district with a common association in design or construction, mining camps, and archaeological sites are also regarded as significant to Alaska's history.

The Porcupine Historical District, a gold mining area north of Haines, remains as a token of the first major immigration of whites to this area of Alaska. This gold strike experienced its height in the summer of 1899 (when 200 people inhabited the area) was a marginal enterprise, the population having fallen to 4 in 1974. The impermanent character of the area is reflected in the construction of remaining buildings.

Discussion/Activity:

Pair up with a classmate. Pretend you are gold miners and have just discovered some nuggets or "dust". Your partner wants to return and cash in on what you've found together, and split the profits. You want to stay to see if more gold can be found. You have five minutes to convince your partner to do it your way. Do you trust him to leave with the gold, and bring your share of the profits back? Or do you leave with him, and take the chance of someone else finding your gold? What do you decide to do with the gold? What was the price of gold in 1900? What is it today? How much gold has Alaska produced?

Discussion/Activity:

Read the poem "The Prospector". See if you can find more poetry on prospectors and mining, to get a feeling for this special flavor and lifestyle of Alaska.

### The Prospector

Time's mark on him lay,
He was grizzled and gray;
For many a year,
Both far and near,
In summer's withering heat,
In winter's blasting sleet--
Like Arthur's knight
In armor bright
On his quest of the Holy Grail--
He had searched mountains high,
In valleys far and nigh,
Over many a trail,
With ambition his flail,
Openly and in stealth,
Searching for hidden wealth;
Never failing in his zest,
Hope urging him in his quest
To garner, in a measure,
Of earth's hidden treasure--
To take from Nature's keeping
The gold he had been seeking.[5]

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[5] Johnson, Will A. Untrodden Trails. Exposition Press, 1948.

The American Flag Raising Site at Sitka, first capital of Alaska, was once the location of several historic buildings, later destroyed by earthquakes, fires, demolition and ravages of time. Presently, a bronze plaque marker remains to signify the 1867 transfer of Russian to American ownership (Purchase of Alaska by U.S.).

Discussion/Activity:

Find out which flags were flying on this site, on this day, in Sitka. (U.S., Russian, or Alaskan?) Draw these flags. Find out the meanings of the symbols on the flags. Write a report on each flag. Study a brief history of Sitka's beginning. Describe the American Flag-Raising Site as it looks today.

The Sitka Spruce Plantation on Amaknak Island, where only six trees now remain, is important in Alaskan history as an early (Russian) experiment to adapt environment by reforestration. Although natural conditions remained adverse to tree growth and two plantings occurred, the first in 1805 and the second in 1835, this was a significant first in early American ecological action.

Discussion/Activity:

Read the poem, "Song of an Aleutian Island".

## Song of An Aleutian Island

Let you sky speak of clouds
as your voice drones full and low
full of words from which we turn
and of yearnings that slowly grow

Let the distance across the waters
separate our homes far from view
where we might see ourselves
away from troubles we once knew

Let your snows now be planted
on treeless slopes and razor mountains
set ablaze in the winter's sun
then melting into hillside fountains

Let your placid volcano monuments
be landmarks of past and present days
as the Phoenix they give us courage
standing proudly across open bays

Let the oceans dance around you
as the waves roll in turn to shore
Such power from their depths and swells
with the voice of creation in its roar

Let the raven gull, and eagle
share your abundant gusting winds
as they simply take to freedom
not caring where it starts or ends

Let your native children save
what you taught them in these isles
that they may say in words and ways
telling the lore of a thousand miles

Let your young and weary guest
hide not his lonesome song
that he may sing our private thoughts
as we follow silently along

Let your tundra awaken to the dawn
and may your night impose no bars
when we might walk awhile alone
in the society of the stars

Let us sing of an Aleutian island
of where the day's last hour departs
of its place in the world of man
and of its wind and misplaced hearts[6]

Discussion/Activity:

See if you can find out through a study of the Aleutian Islands why trees transplanted from Sitka had such a difficult time trying to grow there. Did Nature intend that trees should grow in the Aleutians?

The Lieutenant C.V. Donaldson, an historic ship built for the U.S. Army at Valdez -- now stripped of her machinery, is beached at the high tide mark in Nome. This significant Alaskan object is on the National Register of Historic Places. The Donaldson is the only remaining physical evidence of the Arctic exploration known as "The Adventure of Wrangell Island."

Discussion/Activity:

Find out more about the exploration in which the Donaldson was involved. Pretend you are one of the exploration team members and tell your classmates what happened to your ship. Why did the Army build this ship for use at Fort Liscum near Old Valdez?

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[6] Sadoski, David. Alaska '76. The Poetry Society of Alaska, Inc., Miner Publishing Co., 1976.

On Ananiuliak Island archaeologists discovered some of the earliest artifacts of the Eskimo-Aleut people, in one of the furthermost village sites of the land bridge between North America and Asia which brought the First Americans to this continent (and to Alaska first).

Discussion/Activity:

What was the "land bridge" between Asia and Alaska? Find out what you can and report to the class about "Beringia". What can you find out about first man in Alaska? Was this before the last great "Ice Age"? What Century?

Discussion/Activity:

Divide the class into teams. Read off the name of an archaeological site (along with its longitude and latitude readings, or town nearby). Whichever team member finds the location first receives a point. The team with the most points wins. As each site is found, place a tack at the point on the map. Your completed map will show archaeological sites throughout Alaska. What were the earliest Cultural Groups to inhabit Alaska?

Building foundations, massive steel and iron gun mounts, concrete cannon beds, and cavernous ammunition magazines compose the scene of an historical site at Fort Abercrombie near Kodiak. Important in the U.S. World War II

Pacific Shore defense strategy, even though no actual battles were fought nor shots fired here (although it was important to defend against the Japanese in the Aleutians) Fort Abercrombie held the secret of one of the first U.S. Coast Artillery radar installations.

Discussion/Activity:

What does the word "magazine" mean as used here? It is associated with a military fort. How many other words can you find that have a meaning other than the one you're most familiar with? Make a list of these. What can you learn about World War II in Alaska? Why did the Japanese attack the Aleutian Islands?

Just after the turn of the century, in 1906, a scientist by the name of Ernest Leffingwell carried on an Arctic exploratory expedition. A boat which had served as transportation to the location extended its service by yielding interior material to erect his bivouac. Although most of the expedition members returned to their homes (on the first returning vessel after three months) Leffingwell remained for seven years studying the permafrost and developing maps of the arctic.

Discussion/Activity:

Divide the class into "expedition teams" for supplies analysis. Have each team list the equipment they would need for an exploration.

Regroup after given amount of time and determine which team would survive with the equipment they brought, and which would not, for lack of complete supplies. What did Leffingwell do at Flaxman Island? Did this have any effect on the later discovery of oil at Prudhoe Bay?

## 2. Trails and Routes

Due to the geographic limitations and undeveloped expanses of land, much of Alaska was first explored by foot, or dogsled. The few established early-day transportation routes were of great value and are reckoned as significant historical sites.

Discussion/Activity:

With paper and pencil, draw a map of the route from your home to school, including landmarks and points of interest. At given points indicate why that particular path was chosen (short cut, pick up friend along the way, etc.) who built the first trails and wagon roads in Alaska? Where were the most famous ones located? Name these significant trails.

One of the most famous of all Alaskan routes is the Chilkoot Trail, the route most widely used to reach the gold rush fields. Its history begins long before, with use by the Indians in the 16th century; and continued to 1898 when a rail system was laid parallel to the trail. Sixteen miles of the trail lie in Alaska from Dyea to the Canadian border.

Discussion/Activity:

> The White Pass-Yukon Railroad was the line, built for the Klondike Gold Strike originating in Skagway. It may be forced to discontinue its route. Trace the history and discover why it was built in the first place. Find out why it may no longer run. Do you think an historic railroad should continue to run? Write down your opinions on why it should be saved, or why it should be discontinued. Do you have any ideas of what it could be used for besides hauling mineral ore from Canada?

Another of the few, seemingly permanent railroads developed was the Copper River and Northwestern Railway, between Cordova and Kennecott. The railroad bed is the base for a proposed highway. A few sections of track, trestles, and buildings survive to remind modern-day journeyers of the route's pioneer use and great impact in the history of Alaskan transportation. Why did it cease to exist? Should it have been saved?

The great gold stampedes did not overlook inland waterways enroute, to pursue the famed treasures. Every possible scheme was attempted, even at the cost of $23 million! For example, it was believed that by blasting through a 100 foot thick rock ridge on the North Fork of the Fortymile River, a two and three quarters mile ox-bow loop could be drained to allow for easier access for mining that area's pioneer gold. The "Kink" was successfully completed in 1904. It maintains its significance as an engineering feat, rather than a profitable gold venture because plans (for installation of a dredge) were later abandoned. This fifty foot wide channel, altered by erosion from its original fifteen feet, will succeed as a man-made, historic monument to this earlier, frenzied period of Alaskan Gold Booms.

Discussion/Activity:

When the great, navigable rivers were frozen, Alaskans had to travel as dog-mushers. Did any other U.S. states use this method of travel? Look for old pictures of dog-mushing. How did Natives and Sourdoughs take care of their dogs and sleds. Do Alaskans still have winter dog mushing races? Report on this. There's one especially important trail with historical significance that continues to be used for the races. What was the Iditarod Trail? Where was it? Is it still significant? Why?

### 3. Structures

This quarter mile of track, trestlework and bridges over the rampaging Susitna River, was the first of a series of major bridges required for the completion of a much needed Alaska Railroad. Built in the 1920's, although Arctic weather and permafrost posed harsh problems, the railroad demanded solutions which were used again in the 1970's pipeline construction. Who built this Railroad? Do you think it should be placed on the National Register? Why?

With the Alaskan Coastline stretching for thousands of miles, the significance of lighthouses in its marine history, is self-evident. Eldred Rock Light Station is the last octagonal structure of its kind built in Alaska; as well as the last of twelve manned lighthouses established by the U.S. Board of Lighthouses in Alaska, many years ago. The first Alaskan lighthouse to be constructed of concrete, Eldred Rock has never been rebuilt, and only recently was automated. Why?

Discussion/Activity:

Most of us will recognize that a lighthouse can save ships at sea. Its typical exterior columnar structure contains a beacon at the top. What did the inside of an Alaskan lighthouse look like? Where did the lighthouse keeper stay? Pick one of the best-known historic lighthouses. Report on the kinds of activities it possibly was a part of. Include the interior details if you can. Where do you find data like this? Please explain.

Also of concrete -- up to two feet thick -- were two historic U.S. Army Corps of Engineers storehouses #3 and #4. These concrete mortar-masonry buildings in the Portland Canal North of Ketchikan, stand today as monuments to peace rather than to war in the long-standing U.S./Canada border dispute (which was finally resolved in 1906).

Discussion/Activity:

When were they built? By what famous military engineer? What was the dispute between Canada and the United States over the border? How long did it last? How was it resolved? Make a report on this. How did these two massive stone buildings relate to the Panana Canal?

## 4. Objects

Your Alaskan landscape is actually dotted with many tributes to the Natives. Alaska, for example, is the only U.S. State whose history contains the unique ethnic art form (the Tlingit and Haida Indians) totem poles. Memorial, story and clan poles tell vital tales of aspects of southeastern Indian culture. Read the books Monuments In Cedar (Keithan) and The Wolf and the Raven (Garrison & Forrest). Have you seen a totem pole? Where? Write a brief statement about Alaska's totems and petroglyphs.

Discussion/Activity:

This poem about totems, should also help you understand some of the deeper meaning of these important Native art forms. Discuss any words you don't understand in this poem. Do you like it? Does it help you to understand Alaska's heritage? Why?

## TOTEMS

Tall, silent sentries of the past, they stand
At forest's edge and gaze across the shining sea
To distant peaks that jut from out that awful land
And dare to pierce the sky in granite majesty.

The lapping water licks the beach with gentle sound;
Its tides recede and surge through endless chain of years;
Still that totemic row has held its primal ground--
Silent, inscrutable, above the strand it rears.

These are relics of an ancient race that lived and died
And laughed and labored, loved as human kind have done,
And looked at earth and heaven, season, wind, and tide,
And wondered how these things had all begun.

One by one the legends sprang from out the fecund mind
Of shaman, seer, and tribal medicine man.
Around communal fires, when howled the winter wind,
The tales were told and told again through centuries span.

Stories of eagle, wolf, and bear and raven;
Creatures of this northern, unspoiled wilderness.
Stories of the whale and seal and salmon;
Explaining all their people's weal and stress.

In summertime was felled the giant cedar tree,
And on its aromatic length and girth
Were carved the creatures in a grotesque coterie
To perpetuate those tales of sky and sea and earth.

The forest now advances to reclaim its own;
The saplings crowd around the moldering row,
And roots of seedlings on the venerable totems sown
Will, relentless, split the mighty forms and lay them low.

The quiet earth receives them back unto its breast
The riven figures worn by wind and storm and rain;
The crumbling faces, staring to the very last
Over all their age-old, lovely, wild domain.[7]

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[7] Valentine, Evelyn. *Alaska '76*, The Poetry Society of Alaska, Inc., Miner Publishing Co., 1976.

In the 1920's, the Pullman Company built, for the U.S. Bureau of Mines, a number of rail cars, equipped with mine rescue and safety training operations, in addition to a foreman's office, porter's area, kitchen, dining room, and bathroom and safety rooms and rescue equipment for mine disasters. One of these cars is still preserved in Alaska, though its function as a rescue car subsided with the transition from tunnel mines to open pit, many years ago. It is on a siding near the Usibell's mines near Healy.

Discussion/Activity:

Why would people want to save all buildings, totem poles, or old railcars? Think of five items you are saving that maybe you no longer use: (an old teddy bear, baby blanket, autographed baseball, etc.). Next to each item, explain why you chose to save it. See if you can come up with good reasons why certain old buildings should be saved, (as well as bridges, poles, objects, etc.).

Because it is situated where forced to crash land during World War II (due to inclement weather) the Atka, B-24D Liberator Bomber remains in relatively preserved condition. There may be only one other surviving B-24 bomber of this type in the whole world. The concern is that this one be preserved because of its role in Alaska during the war against Japan. It is significant.

Discussion/Activity:

Find out how many airplanes of any kind are listed on the National Register of Historic Places; as National Landmarks or on the Alaska Heritage Resource Survey (AHRS). What kind are they? What was the significance that placed most of them on this roster? Pick one aircraft and find a model, or photo of it to accompany your written report. What methods are necessary to preserve a model airplane? How does this compare to preservation of a real plane? Describe one aircraft that was famous in World, National or Alaskan History. What are "Bush Pilots". Name three who were famous in Alaska. Are any of the pioneer aviators of Alaska alive today? Who are they? What is the best trip you ever made on an airplane? To where? When? Describe it in a short report.

Another excellent example of Alaskan objects which meet the criteria of the National Register, are ships and boats significant in Alaskan history. Turn back to page 38 and review the Lieutenant C.V. Donaldson. It's a fine example; and there must be others yet to be found.

# RESOURCES

## Books, Pamphlets

Alaska Division of Parks, Alaska's Abandoned Towns: Case Studies for Preservation and Interpretation.

-----, Alaskan Archaeology: A Bibliography, 1974.

Argan, G. C. and William J. Murtagh, Historic Districts: Identification, Social Aspects, and Preservation. National Trust.

Barbeav, Marcus. Totem Poles. Queen's Printer, 1950.

Corser, H. P. Totem Lore of the Alaska Indian and the Land of the Totem. Bear Totem Publishers, 1932.

Davis, Starr and Richard. Tongues and Totems. Self-published, 1974. (Explanation of totem details.)

Garrison & Forrest. The Wolf and the Raven. U. of Washington Press, Seattle, 1948.

Keithahn, Edward. Monuments in Cedar. Bonanza Books, N.Y., 1963.

MacDowell, Lloyd. The Totem Poles of Alaska and Indian Mythology. Alaska Steamship Co., 1965.

Mayol, Lurlene. The Talking Totem Pole. Binsford and Mort, 1943. Juvenile literature.)

Reid, William. Out of the Silence. Outerbridge and Dienstfrey, 1971.

Ritzenhaler, Robert E. Totem Poles. Mileaukee Public Museum, 1965.

Romine, Lola. Totems and Their Tales. The Downtown Press, 1976.

Satterfield, Archie. Chilkoot Pass, The Most Famous Trail in the North, Alaska Northwest Publishing Co., 1978.

Shannon, Terry. Tyee's Totem Pole. A. Whitman, 1955. (Juvenile literature.)

Periodicals:

Monumentum, Journal of the International Council of Monuments and Sites.

Audio-visual:

"Gold By the Sea", Alaska State Film Library. (Story of Mining Co. 1905-1940's. Photos and original film footage.)

"The First Americans", University of Alaska Film Library. (The story of the first people to cross the Bering Land Bridge into Alaska; and their migration south.)

"Village in the Dust", Indian Education Resource Center. (An archaeological excavation of an Indian Village.)

"Alaska Bicentennial Review--A Series," Alaska State Film Library. (Segment on Dyea and the Chilkoot Pass.)

"Totems", Alaska State Film Library. (Totems from Alaska and British Columbia coasts.)

"Totem Pole", University of California Extension Media Center. (History, influences, and legends contribute to art form of the totem pole.)

"Tlingit Ani", Alaska State Film Library. (Tlingit history pre-European to present; historical photos included.)

Archaeology of Alaska, (Exhibit kit designed for 4th to 8th grades). Can be adapted to any age. Kit includes original artifacts, reconstructed items, models of originals, photo boards, books, audio-visual materials.) Alaska State Museum, Juneau.

Totem Poles, Alaska State Museum. (Exhibit kit also aimed at 4th to 8th grades) but adapted to any age. Kit includes replicas, artifacts, reconstructed items, model of an original, photos, literature, and other audio-visual material.

## C. ETHNIC INFLUENCE

Although diverse ethnic groups have made a strong imprint on Alaskan history, there is one with singular architectural features -- the Russian Churches. While Scandinavians and Quakers built their missions as finished-log cabin structures, the Russian Orthodox with Greek crosses and onion domes are dominant features on many historic churches across the Alaskan landscape. The interiors are usually richly decorated with icons. A recent example of an old Russian Orthodox Church style can be found at Old St. Nicholas, in Anchorage.

Discussion/Activity:

What is an icon? Find pictures of the interior of a Russian Orthodox Church, to go along with your report on icons.

Discussion/Activity:

Research on the ethnic background of Alaska. See how many different ethnic groups made a home in Alaska. We've already mentioned the Russian, Indian, Aleut, Eskimo, and Scandinavian cultures. See how many more you can find. What about the Chinese, Japanese and Philippino peoples? How were they associated with salmon canning?

## D. CLIMATE

In viewing Alaskan architecture, one will notice the evidence of people required to meet the elements of harsh arctic environment. The arctic winds -- so fierce that modern technology has still been taxed to develop equipment with which to measure the intense speed and velocity, the intolerable temperatures commonly dipping below zero, the long period of snowfall -- have all required special considerations for northern builders. The heavy rainfall that southern Alaskan carpenters must contend with may often seem like a return of the Great Flood. However, persistent Alaskan residents have overcome these deterring factors with alternative building designs. The sub-polar regions have a special factor in permafrost, and much of Alaska with rain and wind.

The Sally Carrighar House at Nome, for example, was built with heavier insulation and thicker walls to ward off the cold temperatures, and high winds of the typical Arctic climate and oceanic storms off the Bering Sea.

Discussion/Activity:

What is insulation? What materials are used to make insulation? Pretend you are a salesperson for an insulation company and attempt to sell your product to a northern builder. Explain about the materials used, and why it's better than other products. What is permafrost? How did the ancient Eskimo build warm homes?

Discussion/Activity:

The Eskimos wore a special garmet called a "parka" to insulate themselves against the cold. What was the best skins found to make this garment? What was used for needle and thread? Using available materials, make this Eskimo parka in a doll's size.

Discussion/Activity:

What are the most prevalent conditions present in our Arctic climate? Compare arctic conditions to the climate of your locality.

A type of roof designed to handle a heavy attach of snow is clearly exhibited at the Cape Nome Roadhouse, which slopes for two stories as a concession to heavy roof snow, drifting snow, and prevailing winds. Find a photo of this roadhouse near Nome. It is on the National Register of Historic Places.

Discussion/Activity:

Make a collage. Collect pictures of different styles of Alaskan roofs (at least twelve) and make a collage on poster board of these.

Alaska has a vast coastline. Even when the ocean is calm, its presence is announced daily by its regular tidal movement. Some Alaska buildings were constructed on pilings above the high tide level. One of these is the Alaska Native Brotherhood Hall rising off the Sitka Harbor. Built in 1917, the auditorium, stage, and dressing room have undergone few alterations.

Another is the two-and-a-half story Sons of Norway Hall at Petersburg, built over Hammer's Slough. Safe from the water below as well as above, this 1912 structure bears a metal covered roof for protection from the heavy rainfall common to the area. These precautions exhibit a special feature of Petersburg history: unlike many other Alaskan communities, Petersburg was never a tent town but rather became immediately a well-planned town of sturdy buildings, with strong Norwegian overtones.

Discussion/Activity:

Why is Petersburg called "Little Norway"? Read the poem "My House Upon the Sand". What happened to that house? What did the builder expect to happen? What could she have done to prevent this? How would you have handled the situation? What do you think she will do now?

### My House Upon The Sand

Because the heavens were blue above,
    Because the ocean was so fair,
In its far-off immensity
    I built my mansion there!

"But know you not," a seer said,
    "In storms those placid waves may rise--
That cruel, treacherous, shining sea
    May break its smooth disguise?"

"No! no!" my trustful answer ran:
"This sheltered spot it cannot reach;
Its waves will all their fury spend
Upon the lower beach."

And so I built, and shaped, and planned,
Until my house stood fair to view;
Long time my willing heart found work
For willing hands to do.

It was so dear,--so fair! so fair!
That little house upon the sand,--
It had not pleased me half so well,
Built on the solid land!

For here the white birds made their nests;
And here the sunshine stayed all day,
To burnish up the plumy crests
Of infant waves at play.

"Not yet, not yet its lord has come!
I deck it for him while I wait;
My heart keeps guard before the door
In honor of his state.

"And every time the sun goes down,
His feet are one day nearer home;
I count my rosary of hours
In patience till he come.

"And when his feet the threshold cross,
And when my hand is in his hand,
There will not be a happier house
In all this happy land!

"And I shall lead him through it halls,
And show him all its pretty rooms,
And nestle slyly to his side,
Amid the twilight glooms!"

* * * * * *

The wind! The wind! The cruel wind,--
And ah! the hungry-mouthed wave!
From out the wreck, one floating thing
I could not even save!

I stand alone upon the sand,
Bereft of all my heart's delight;
And look around and note the work
Of one black, bitter night!

My house! the fruitage of my care,--
The labor of my heart and hands,--
Cemented with my life's best things,
And--built upon the sands!

Gone--lost! for ever, ever lost!
And I am standing here alone.
Of all the riches of my house,
There is not left a stone!

And he, for whom the house was built,
Is turned away--and will not come.
The day is changed, and he is changed,
And I am pale and dumb!

I have no home in all the land,
No heart on which to lay by head.
Such rest as now I crave is found
In one low, narrow bed![8]

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[8] Glyndon, Howard, Echoes of Other Days, Harr Wagner Pub. Co., 1928.

# RESOURCES

Books, pamphlets:

Cooperative Extension Services, *Design of Roofs for Northern Residential Construction*, University of Alaska.

-----, *Special Considerations for Building in Alaska*, University of Alaska.

Rice, Eb. *Building in the North*, University of Alaska, 1975.

*Petersburg: Heritage of the Sea*, Petersburg Library Board, Ballard Printing & Pub. Co., Seattle, 1976. 69 pp.

Audio-visual:

"All Kinds of Houses", National Film Board of Canada. (A filmstrip with 29 color frames, manual. Small scale models of different types of houses; shows how environment often determines choice of building materials.)

## E. REGIONAL LISTING

Historical sites are found in every part of Alaska. Following are the most current nominations to the National Register of Historic Places, categorized into the six regions of Alaska: interior, southeast, southcentral, southwest, western, northern.

### 1. Interior

Wickersham House, Fairbanks

Judge James Wickersham as a Federal Judge and Territorial Delegate, is remembered as one of the dominant political figures in the first thirty years of Alaska Territory's history. Building his 1906 "castle" in Fairbanks, his property included several "firsts" in that new gold camp: first wooden frame home, first wooden sidewalk, first planted lawn, first white planed picket fence. Although it deteriorated drastically in the ownership of other residents, the Wickersham House was later restored and in 1966, became the state's first Historical Landmark.

Discussion/Activity:

Why was Judge Wickersham such an important Alaskan? Pretend that he is alive today and you are asking him questions about his career, as if he was actually being interviewed. Find the answers to these questions. Get a classmate to play the role of Judge Wickersham and tape-record your interview.

Discussion/Activity:

Judge Wickersham's house was built with many "firsts". Make a list of ten "firsts" from your own community: first family, first paved street, first business, houses, etc.

Nabesna Gold Mine, Nabesna

Looking much like the ghost town of a Hollywood movie set, this area was once complete with all the key buildings of a gold mine town, most of which remain. Set apart from other gold mining districts is its former independent ownership by one Alaskan sourdough as opposed to most which were corporately owned and financed by large outside interests.

Discussion/Activity:

Why was Nabesna unique as a gold mine? How does it happen to be so well preserved as a ghost town? Here is a short poem about a great Juneau mine. Write a four-line poem about your school, your home, the playground, or some other place you spend a lot of time in.

## Mine

Back within the shadowy damp
    tiny lights glowed like surgeon's lamp--
as miners, with precisioned art,
    probed deep into the mountain's heart.[9]

### Sullivan Roadhouse, Big Delta

Until the 1923 completion of the Alaska Railroad, Sullivan Roadhouse was heavily used by prospectors and adventurers heading north to the gold fields on the Donnelly-Washburn cut-off (present day Richardson Highway). A social center for miners and settlers, "Ma and Pa Sullivan" operated and lived at the site until the mid-1920's. The only remaining structure, the white spruce log and moss-chinked main house, is one of five original buildings, the other four of similar log construction and sod roof.

Discussion/Activity:

Why were sod roofs used so often? What were the advantages of this type of roof? Is it still being used today? What do you know about the "cave houses" that a man in Illinois is marketing? What is usually used today? Make a sod roof report. Create a two to four minute slide presentation using pictures, chemical slides, contact paper slides, or photographs.

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[9] Hamar, Arlie. Alaska '76. The Poetry Society of Alaska, Inc., Miner Publishing Co., 1976.

## 2. Southeast

### Cable House and Station, Sitka

The significance of this site is that it represents communication between Alaska and the rest of the U.S. via wire and cable telegraph. The system, WAMCATS (Washington Alaska Military Cable and Telgraph System), was also a major breakthrough in the technology of submarine cable manufacture, the first of its kind manufactured in the United States. As a building, this station is a simple frame structure on a concrete foundation, not the original building that was used while the cable was being laid, but built later as the permanent office.

Discussion/Activity:

Why was WAMCATS so important to Alaskans? Using Morse Code, create five messages that may have been sent by the military over the new WAMCATS. Create your own code and send a message to a friend who has the code key to decipher the message.

### Alaskan Hotel, Juneau

Considered to be the oldest operating hotel in Juneau, as well as one of the oldest hotels in continuous operation in Alaska stands the Alaskan Hotel. This forty-room structure is built into the side of the mountain, and is significant in that it remains much as it was when first built in 1912. It is also the location of several noted events in local and state history. An architectural example of the transition from nineteenth to twentieth century, the Alaskan Hotel continues in operation at the present time.

Discussion/Activity:

Investigate the history of the Alaskan Hotel in Juneau and discover what special events, local and state, happened here. Present a skit portraying one of these events.

### Holy Trinity Church, Juneau (Episcopal)

This shingle-finish frame church, despite later enlargement and the addition of a metal roof, looks surprisingly similar to its original appearance in 1896. One of the few churches built without a steeple or tower, it cost only $1,200 to build (in addition to the $1,400 for the six-room rectory behind it). Second only to the Russian Orthodox Church of St. Nicholas in survival age, the Holy Trinity Church is considered the oldest Episcopal Church in Alaska.

Discussion/Activity:

The Holy Trinity Church was built on a budget of $1,200 back in 1896. Do you think you could build a church on that amount today? Find out what it costs to build a church in 1980. Compare the figures.

## 3. Southcentral

Coal Village Site, Port Graham (near Seldovia)

Remnants of a railway, evidences of open pit and vertical shafts, and structure foundations remain on this former Russian coal mining site. In its exploitation of Alaska's resources, this was the third largest settlement in Russian America, and was an attempt at making the colony self-sustaining through this coal supply. Had it been successful, it might have influenced Russia's reluctance to give up the land to the United States. However, barely supplying enough fuel for the Russian American Company steamers, the site was abandoned about 1865.

Discussion/Activity:

Why did the Russians not market their coal in San Francisco? Find out all you can about Russian-American ships. Were some built in Alaska? Where? Pretend you are a worker on a steamship, and create a daily schedule of the work you must do as an employee on that ship, particularly a tanker hauling Prudhoe Bay oil from Valdez.

Discussion/Activity:

Research the purchase of Alaska from the Russians. The coal supply at this site was more than enough for their use at the time.

Why didn't they report it? Did the Russians know what other resources (gold, copper, oil) could be found in Alaska? How much was Alaska sold for? How much per square mile did it average out to? Was it a bargain?

Teeland's General Store, Wasilla

A small log buiding moved from earlier Knik, to Wasilla in 1917, still stands as a reminder of typical Alaskan businesses that flourished in the first two decades of this century. Shortly thereafter, a more advanced Alaskan commercial building of corrugated sheet metal, on cement foundation, was constructed, adjoining the log structure. Created in a railroad town, the General Store still serves area residents and travellers.

Discussion/Activity:

Have you been to Wasilla? Describe it today. Read the poem "Anchorage", which like many of the towns in Alaska, were very different in the past before the population and businesses began to expand. Write a poem about your own town and what you think it was like many years ago before big businesses and paved streets.

## Anchorage

The light of day yet filters through
The paltry stand of trees
And shines upon a place that glows
With stately majesty,
Which had so short a time ago
Been nothing more, nor less,
A staunch and mighty barricade
Of stolid wilderness.

The wilderness, ah, wilderness,
Where once had hailed so few
Is now a thriving city, live
With modernistic view;
And where the mighty oak had stood
Now stands a bright bazaar
Laid out in gleaming city blocks
That glisten from afar.

Ringed round by snow-capped mountain peaks
Whose rugged slopes gaze down
On what was once a sleepy glade,
But now a bustling town,
With cars and stores and theaters
And many other things
That happen from a point of view
Civilization brings.

And over trails where dog sledds raced
Now winds the long highway,
Where autos run beside the streams
In flaunting motorcades,
Through forests which were once untamed,
Unconquered virgin sod
Unknown but to adventurers,
The curious, and God.

Where roamed the moose and caribou,
The fox, the wolf and bear,
Now boasts the most resplendent form
With houses nestled there;
And shops and huge department stores
Jut high into the sky,
While neon signs flash out their wares
To people passing by.

And where one person once looked on
And visualized a town,
A fifty thousand populace
Is now seen buzzing 'round.
Where pioneer and prospectors
Had once pitched flimsy tents,
A teeming city lies among
The rugged elements.

Built up of courage unsurpassed,
Undimmed throughout the chore
By every walk of life that passed
Through its immortal door.
Drawn on by cherished hope that's graced
The mind and heart of man
To find a gay metropolis
Inside the far northland.

So sturdy stands the monument
Which once was but a dream;
So shiny rests a civic pride,
Invigorating seen,
Carved from Alaska's wilderness
That heard the city's call
And gave away to Anchorage,
The greatest of them all.[10]

Dakah De'nin's Village Site, Chitina

A group of Ahtna (Athabaskan) Indians used this site for winter occupation as a village and salmon fishing station. This archaeological site is thus rich in artifacts and other indications of the lifestyle of these Native people in the first half of the 19th century. It is difficult to trace individuals alive today back to the inhabitants of this site, due to an Ahtna taboo of use of the personal name of deceased relatives, but the site offers important new information.

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[10] Compney, Carmen C. Second Anthology of Contemporary Alaska Poetry, Alaska League of Western Writers, 1957.

Discussion/Activity:

The Ahtna Indians had a taboo on talking about their relatives after they died. What is a taboo? Find out more about the Ahtna Indians led by Chief Dakah De'nin. Make a small scale model of the fishing equipment they might have used at this site.

### Ballaine House, Seward

The significance of this structure lies in the series of residents who inhabited it, the most important being Frank Ballaine, on-scene manager of construction of the Alaska Central Railroad, predecessor to the present Alaska Railroad. In partnership with his brother, John, in Seattle, they developed Seward as a townsite and base of railroad construction. The house and town of Seward remain as monuments to one of Alaska's pioneer developers.

Discussion/Activity:

Who was Frank Ballaine? What did he do in connection with the Alaska Central Railroad? Where was the Alaska Northern Railroad? Pretend you are Frank Ballaine and write a letter to your brother, John, in Seattle, Washington, describing your work and lifestyle in Seward when it was being founded.

Crow Creek Mine, near Girdwood

Although the mining activities of this section of Cook Inlet fail to compare with the more famous Iditarod, Nome, and Klondike strikes, the buildings at Crow Creek are representative of the placer and lode gold mining pursuits lasting from the 1890's to World War II. As a result, small camps such as Girdwood, Hope, and Sunrise sprang to life, as placer mining centers. The buildings of the Crow Creek Mine, approximately ten, are incredibly well preserved (due to its constant residency) since its original use.

Discussion/Activity:

What is meant by "placer and lode" gold mining? Describe. Create from clay what a mine of each type might look like. Be able to explain how each piece of equipment is used. What is a "rocker"?

Cunningham Hall PT-6 #NC692W, (Transportation Museum),
Palmer State Fairgrounds

The Cunningham Hall PT-6 is one of two surviving airframes of pioneer Alaskan aircraft (the other is still in service, in Idaho). This plane was designed as a transport (with large proportions for comfortable seating) and for hauling cargo in the Seward Peninsula region. Built in 1930 in New York, the Cunningham Hall PT-6 gave years of service. It is currently being restored by the Transportation Museum of Alaska.

Discussion/Activity:

Find out what the Transportation Museum of Alaska is doing to restore the Cunningham Hall PT-6. What other exhibits would you find at the Transportation Museum? Find out about this museum and present a show as if you were the museum guide.

McCarthy Power Plant, McCarthy (Interior)

This building once housed the generator providing electricity for the Mother Lode Coalition Mining Company -- until snowslides in 1919 destroyed the power lines and tramway. The financial blow from the damages forced the company to become a subsidiary of the near-by Kennecott Mining Company. Representative of early industrial development in the Wrangell Mountains this three-story, wood-frame building is currently being restored to serve as an outfitting center for mountain climbers and recreationists visiting the area. It is an excellent example of a large, early-day, frame industrial structure.

Discussion/Activity:

The McCarthy Power Plant is no longer used to provide electricity as it once did for the defunct copper mining company. Where does electricity for the area come from now? It is being used again as a center for mountain climbers and recreationists. Find out how these people are building this new Wrangell Mountain business.

What services should this provide? Who is funding the business? Can alterations be made to the building without changing its historic status?

Kennecott Mines, Kennecott (Interior)

The closing of the great Kennecott Copper Mines in 1938, ended a mining era in the Wrangell Mountains near McCarthy. Much of the complex still remains. The red painted buildings with white trim, the main street that once was the terminus of the 195 mile tracks of the Copper River and Northwestern Railroad, laid in a glacial wilderness setting as a ghost town for 38 years, until 1976, was one of the richest copper mines in the world.

Discussion/Activity:

How were these mines discovered? From the end of the Kennecott Mines in 1938 until 1976, the area remained a ghost town. What happened to bring life back into the site? Write a brief magazine article using these events as the subject of the article.

Kukak Village Site, Mt. Katmai

The scene at the ancient Kukak Village Site consists of eighty-nine ground depressions, the remainder of long-ago semi-subterranean housing. Some history dates from 1835, though archaeological excavations have found its use was dated much, much earlier. Abandoned shortly before the 1912 eruption of Mt. Katmai, Kukak site remains as evidence of a 6,000 year sequence of coastal habitation.

Discussion/Activity:

What tribe or people first lived here? Why? Kukak Village was abandoned in 1912 when Mt. Katmai erupted. What happened? What causes a volcano to erupt? Find out what happened in other communities when Mt. Katmai erupted in 1912. Pretend you are a newspaper reporter and must gather information for the story for the evening newspaper. Where would you look for the information? How would you find out what happened? Write a front page news story on this event.

### Hirshey Mine, Hope

Two mill buildings and the mine entrance of the Hirshey Mine site represent much of the history of mother lode mining in Hope-Sunrise District. Since 1888, when the first minerals claim for that area was made, until 1942 when the government ordered all gold mines closed, the "Lucky Strike Vein" of the Hirshey Mine supplemented the more common placer mines that accounted for most production throughout this Northern Kenai Peninsula District.

Discussion/Activity:

The Mines were north of Moose Pass. Why do you think this area was called Moose Pass? What other animals do you think pioneer people saw in their daily life? How many animals are still around? Have any become extinct or endangered? Can animals be seen at a natural preserve like Mt. McKinley Park? Find out and show with pictures and reports what you know about principle Alaska animals. Were there pre-historic animals in Alaska? Name two kinds.

### Moose River Site, Kenai

The Kenai and Moose Rivers apparently were used for their fish resources as much as 1500 years ago, as evidenced by the remains at this site. Seven house pits and three cache pits represent an historic first camp village (with another house apparently added later). Heavy public use of the nearby state wayside park and erosion by the river almost threatened this site before it could be excavated and analyzed.

Discussion/Activity:

The Moose River Site is located near the Kenai and Moose Rivers, and was used for fishing. What kind of fish could be found here? Are the same kind of fish found there today? Pretend you have just caught some of these fish and wish to prepare a dinner for your classmates. Find recipes for fish and other foods that would be served with it. Be sure you have enough food to go around!

Campus Center Site, Anchorage, Alaska Pacific University

A historic site is not always an ancient, deteriorating building or structure in need of preservation. The Campus Center Site was added to the roster of historic places because of an important event which took place -- the formal announcement of the signing of the Native Land Claims Settlement Act of 1971. This act, at the time it was implemented, was beyond comparison to any other action in the world involving land distribution and aboriginal relations. Approximately one billion dollars and 40 million acres was granted to Alaska's Natives in this settlement, which was formally accepted by the Natives in a series of meetings held at the Campus Center Site.

Architecturally, the buildings and pedestrian mall of the site are shaped to form a crucifix. The Student Union Building, where the actual conference was held, is a two story stucco and concrete 1966 construction.

Discussion/Activity:

The Alaska Native Foundation has published a book which will tell you what the Native Land Claims Settlement Act of 1971 was all about. Pretend you are a news commentator at the scene of the formal announcement of its signing via telephone by the President of the U.S. heard at the Campus Center. Report on the background of the Native Claims act and what its signing means for the people of Alaska, now and in the future.

Chitina Tin Shop, Chitina

One of the oldest buildings in Chitina, and the only tin shop between Cordova and Fairbanks when it was built in 1912, is this two story, false-front, frame building, it is now being rehabilitated into a sculpture and jewelry studio/gallery. Chitina was once an important location in the days of the Copper River and Northwestern Railroad and the Kennecott-McCarthy copper mining. Through its hotel and offices, Chitina accommodated railroad and mining personnel, as well as maintaining a district office and road crew for the Alaska Road Commission. The tin shop is the first of Chitina's landmarks being restored for utilization. It maintains features of an earlier colorful era.

Discussion/Activity:

Why did Chitina develop? Why did it almost die? What was the Alaska Road Commission? What did they do? Report on your findings.

Discussion/Activity:

What was a tin shop used for? Pretend you work in the tin shop and must teach a new apprentice how to carry on with the work. Pick a classmate to demonstrate what must be done as your apprentice.

Discussion/Activity:

Lead your classmates on an imaginary guided bus tour of the historical sites associated with the Kennecott Mines. Find out enough about each to tell an interesting story about each.

## 4. Southwest

Port Moller Hot Springs Village Site, Port Moller

Approximately 300 house and cache pits dot this area from an occupation by Eskimo-like people extending over some 2000 years. Only limited excavations have taken place on this site, which potentially holds a substantial amount of information regarding early cultural patterns of Alaska.

Discussion/Activity:

The site at Port Moller Hot Springs was first inhabited by Eskimo people. There are both Eskimo and Indian in Alaska. Draw a map showing where the Indians and Eskimo groups settled historically.

## 5. Western

### Ipiutak, Point Hope

This archaeological site has made possible the gathering of a substantial amount of data on prehistoric coastal Eskimo culture, dating to a 600 B.C. to 100 B.C. occupation by marine-oriented people. Although questions remain unanswered regarding the nature and duration of the occupation, it remains the largest discovery (possibly 800 dwellings at one time) of the Ipiutak sites on the Arctic Ocean coastline.

Discussion/Activity:

If you were an archaeolost at Ipiutak site, how would you know what to look for? What tools would you take along? Make a list. Explain.

Carrie McLain Home, Nome

This L-shaped, two-story frame house began as a simple one-room structure prior to 1902 when later additions were made. One of the few remaining residences from the famous gold camp, it has been in the McLain family for fifty-two years. Carrie McLain is significant in Alaskan history for her contributions as a historian, teacher, civil servant, author, and for her time and energy in organizations and local history projects.

Discussion/Activity:

Pretend you are Carrie McLain and present a one-person drama, talking about your life. Find pictures of her and dress yourself to look similar to her. Talk about the organizations you were a part of and what you did in each of them. Talk about your life in Nome. Who discovered this famous gold camp? What is life like in Nome today?

## 6. Northern--Arctic

There are few nominations to the National Register from this part of Alaska, due to the region's sparse habitation, yet some of the most important, ancient, archaeological sites are here.

Discussion/Activity:

Do Eskimos still make up the largest percentage of the population of northern Alaska? Find out what you can about the Eskimo language. Make a list of some common English words, and the Eskimo word used for the same. Eskimos and white people often had to learn each other's language to help each other live on this land. What words might they use most often? Learn how to say some of these words and teach them to some of your classmates who are not familiar with them.

## RESOURCES

Books, Pamphlets:

McLain, Carrie M., Gold Rush Nome. 46 pg., Portland, Ore., 1969.

Carberry, Mike. Patterns of the Past. Historic Landmarks Preservation Commission, 1979. (An inventory of Anchorage's heritage resources.)

Matheson, Janet. Fairbanks - A City Historic Building Survey, City of Fairbanks, 1978.

(Many cities, towns and villages have pamphlets on their area, too extensive to list here. Write to the Chamber of Commerce in each of these towns, requesting the publications desired.)

Audio-visual:

"Matthew Aliuk - Eskimo in Two Worlds", Alaska State Film Library. (Contrast of city life in Anchorage and northern hunting village of child's uncle.)

## Part II - The Who, What, and How of the Preservation Process

This section takes a look at the preservation process. Several groups of people, from the local scene to the national level, are involved in historic preservation. Activities include funding grants, information, state legislation, and carrying out technical preservation work. Standards have been developed for selection standards to declare an historically significant site. In recognizing the value of such sites, present condition requires on-site study and then specific action must be taken to insure preservation. How such preservation is accomplished is as varied as there are buildings, materials, designs, and location.

An important step in preserving a historic site is its documentation of significance prior to plans for destruction. (A logical point, though often overlooked.) Many a building if first considered for preservation when its obvious deterioration bids immediate stabilization.

The preservation process is often a complex operation, utilizing the skills and expertise of various people. A stairway banister, marble cornice, or stucco wall each elicit methods and materials unique to preservation procedures.

Two points in a pro-preservation consideration are its benefits to unemployment, and in energy conservation. The enlistment of skilled and unskilled persons is necessary to each phase of the project, often a duration of several years. A report produced by the government found that new construction projects are 50% labor intensive, as compared to 75% in a rehabilitation project.[11] An efficient method of using available manpower and funds is to combine a preservation project with an apprenticeship program. For example, instruction in boat-building and repair could serve as the basis of a preservation/apprenticeship plan. The completion of the project would result in preservation of a historic vessel, protection against loss of the dying art of boat-building, and also provide a marketable skill to qualified persons.

The benefits and necessity of energy conservation are causing its return on the architects' priority list in designing new buildings. This is an old idea, apparent in the construction of older buildings, reinforcing the contention for their preservation. Historic buildings often have a ratio of 20% window to wall resulting in better thermal properties than modern buildings with a 100% ratio . Many building materials and designs were appropriately matched to the existing climate, i.e., heavy masonry walls to insulate against the cold, second floor living spaces to escape the earth's heat supplemented by porches, balconies, and wide roof overhangs.[12]

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[11] National Trust for Historic Preservation, "Economic Benefits of Preserving Old Buildings", Preservation Press, 1976, p. 104.

[12] Smith, Baird M. "Conserving Energy in Historic Buildings", Preservation Briefs No. 3, Technical Preservation Services Division, 1978.

## A. Who - Funding Agencies

### 1. Federal

If money makes the world go 'round, historic preservationists know the cycle. Although preservation of a structure is often less costly than construction of a new one, the price tag is still inflated. Three hundred dollars will put new rain gutters on a cabin, a small portion of the requested $8,000.00 to protect the entire building from further deterioration. To winterize another building, the quoted figure may be more than triple that amount. In each case, few volunteers can be found for labor, and materials are rarely free.

We all know money doesn't fall from heaven, though in our efforts to acquire it, we often discover it to be as unreachable as the sky. Money is available from federal, state, and local sources, but still it doesn't fall -- one must work for it, as one works for a paycheck. Obtaining assistance in financing a project may be a project in itself, in terms of time and energy expended. Fortunately, resources are available to make the task a simpler one.

The federal government now distributes substantial amounts of "matched funds" for historic preservation through various government departments. Following is a description of a few programs that work for historic preservation in a number of ways.

*The Heritage Conservation and Recreation Service* makes available, through State Historic Preservation Officers in each state, a 50% matching grant plan which is significant because (unlike other grants) the applicants are competing against other preservation; rather than new construction projects. So either way, preservation wins. In Alaska, the Historic Sites Advisory Committee reviews proposed projects; and decides on the distribution of hundreds of thousands of dollars to best preserve our material culture. Projects are as different as the applicants themselves: from a young sculptor, living in a town of 300, interested in rehabilitating an historic tin shop (Chitina) for use as a gallery/studio; to a city with a population of 60,000 maintaining a sternwheeler for public use as tourist attraction (Fairbanks).

*The Department of Labor* CETA (Comprehensive Employment Training Act) sponsors wages for youth hired for projects which may include weatherization of low-income housing or public facilities rehabilitation. The Youth Community Conservation and Improvement Program aids teenagers in financial stability as well as providing an early insight to preserving older neighborhoods.

A special program granting 60% to 90% of project costs of the preservation and/or conversion of railroad passenger depots is made available through the *Federal Railroad Administration*. A limited number of programs will be developed with $5 million appropriated.

*The Department of Housing and Urban Development* loans money through the Federal Housing Administration for home owners to preserve, rehabilitate or restore residential structures of historic significance. Action such as this encourages newcomers to the home-owner scene to invest their money in updating an older home, rather than in building a new one, and thus preserving our Heritage.

Several other benefits abound for the persion who is willing to investigate and take the necessary steps to do their part in historic preservation. In order to desseminate information on all the programs and services provided by the government, *Federal Information Centers* are maintained throughout the country. These centers offer the necessary materials on grant funds including printed information and application forms.

## 2. *Foundations*

In addition to the federal and State government, private foundations may be a source of contributions to historic preservation. National foundation directories are available, but do not include Alaska as a state listing. However, the western United States region includes Alaska for eligibility in some of their granting programs. The most current information indicates Alaskan projects have received financial assistance from foundations in New Jersey and New York. This is uncommon for most foundations, approximately 90% of which serve the local organizations and institutions. Larger foundations -- the Ford Foundation as an example -- have aided organizations in all fifty states.

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It is beneficial to obtain a sponsor for a preservation project, as most foundations grant to organizations and institutions rather than to individuals.

One foundation whose focus is the State of Alaska is the Rasmusson Family Foundation. In 1976, a $5,000 grant was awarded toward purchase of bells in the reconstruction of St. Michael's Cathedral in Sitka. The following year, $27,000.00 was contributed to two local historical societies in Alaska for improvements to their buildings. Although the funds are not directly related to preservation of a historical site, the money was donated for the sake of preservation of history in a different form.

A foundation is often a business in itself, and one must approach it as such. Libraries and Foundation Centers make available directories and publications to assist in locating the foundation most likely to grant money for a particular preservation project. Detailed descriptions are written on each foundation, its history, its goals, its priorities, even profiles on the individuals who will be reviewing the grant proposals. Annual reports and periodicals like Fortune and Business Week keep one abreast of the most current grant information. The Grantsmanship Center holds workshops periodically throughout the country for unskilled writers to learn how to produce quality proposals. If one lacks the confidence to do it alone, individualized search and counseling services are helpful. Of course, additional funds may be requested to cover these service fees.

Discussion/Activity:

Investigate names of local historical organizations. Request through letters information on function of agency. Possibly arrange a guest speaker.

## B. What -- Legislature

The Federal government's interest in historic preservation extends back to 1906, when the Antiquities Act authorized the president to declare "National Monuments" of government owned pre-historic, historic, or scientific property.

Approximately ten years later, the National Park Service was established, to conserve national parks and monuments for future generations. In 1933, the National Park Service became more actively involved by joining the Library of Congress in a Historic American Buildings Survey, collecting drawings and photographs of buildings of historic or architectural significance. This survey continues through the joint office of the Historic American Engineering Record, established in 1969, which records the engineering heritage of the United States. In 1935, the Park Service included "National Landmarks": historic districts, sites, buildings, structures, and objects in the preservation effort authorized through the Historic Sites Act.

Since 1949, the National Trust for Historic Preservation has encouraged community participation through information, funding, guidance, and referral services.

The passage of the National Historic Preservation Act of 1966 provided a nationwide foundation for all states in historic preservation. Detailed long-range master plans, inventory of historic properties, and administration of grant programs were required by this legislation. The National Register of Historic Places was improved by the creation of the Keeper of the National Register, and by requiring states to process nominations of local, state, and national historic importance. The 1966 Act also created the National Advisory Council on Historic Preservation, which encourages cooperation between the government, cities, and all agencies exhibiting an interest in preservation by providing educational guidance.

The National Environmental Policy Act of 1969, Section 101(b) pledges continued support by the government in preserving the natural, cultural, and historic aspects of our heritage.

Additional preservation policies have been implemented for projects through the U.S. Forest Service, B.L.M., and other governmental departments. One method of staying abreast of current legislative action is use of the Bill Status System. An individual can dial a "hotline" number, or write in care of the Bill Status System, House Information Systems, Committee on House Administration, U.S. Congress, Washington, D.C., 20515, and request information on legislature on historic preservation passed and pending during current sessions of Congress.

The duties of the Secretary of the Interior include implementation and enforcement of preservation laws and coordination of preservation activities at the federal level. The State Historic Preservation Officer, in compliance with federal and state legislature, supervises the surveying, nominating, planning, and preserving activities conducted throughout the state. His address is State Division of Parks, 619 Warehouse Avenue, Suite 210, Anchorage, Alaska, 99501.

Discussion/Activity:

The government has passed laws concerning historic preservation. Find out who your local representatives in Congress are. Write to them for information about current legislature concerning historic preservation. Find out whether or not your representative is in support of the bills. Let them know your opinions and ideas on the subject.

## C. How -- Technical Preservation Process

The actual physical process of preserving a site is dependent on the degree of deterioration and damage.

Stabilization is that term often first employed at archaeological sites. Further deterioration of damage by natural elements or careless individuals can permanently destroy significant clues to our past. Knowledgeable archaeologists, skilled in digging and retrieving artifacts, are the only persons to be trusted in excavating these valuable resources. Exploitation by souvenier seekers may result in loss of valuable information, and is highly discouraged.

*Restoration* is the process of returning a structure as nearly as possible to its original appearance, even if it includes removing work which was added later. This generally includes restoring it to its original form.

The TEMNAC P-38G Lightning was the most advanced production fighter of the U.S. Air Force during World War II. It was the design used by America's leading Ace, Dick Bong, as well as many other aces. Located in a remote area on Attu Island in the Aleutians, the machine, despite war damage, is generally intact. It presents an unusual project for restoration, in that parts may be retrieved from other P-38 war wrecks in the Aleutians. There is an immediate need for preservation of this example of this extinct P-38 design because most being lost in crashes in the hands of private ownership. This is an *object*. Refer to page 45, also.

Discussion/Activity:

What do you know about the Aleutian Campaign of World War II. Read biographical information on Dick Bong, the leading Ace in America. What does a flying ace mean? Investigate if there is an Ace in your area who could come and speak to your class.

Discussion/Activity:

Start a preservation project of your own. Purchase an old chair, table, plant stand or some other small piece of furniture from a second-hand store. Go to the library for books on furniture preservation and refinishing. Purchase the materials necessary and write up step-by-step guidelines. If the furniture piece already has had some work done on it, it may have to be removed, or "stripped". Document your procedure of your restoration project.

An uncommon practice is the reconstruction of a building to preserve its historical significance. As in the case of St. Michael's Cathedral, Sitka, which was destroyed by fire, the building has been reconstructed from documents and other evidence that exists. Often only parts of buildings need to be reconstructed due to alterations in original work.

A collection of twenty-six reconstructed Tlingit Indian Totem Poles and carved wooden monuments stand on the five-acre Saxman Totem Park in Ketchikan. The project was involved in salvaging over 200 original but ruined carvings from abandoned Indian towns and cemeteries, which then served as models for the Indian C.C.C. craftsmen responsible for the three years of work on the totem poles from 1938 to 1941. Due to its exceptional significance, this totem park has been included on the National Register of Historic Places after a waiver of the criteria which states that a site must be at least fifty years old.

As a last resort, relocation of a building in entirety to another site is possible, as in the case of the Immaculate Conception Church in Fairbanks. Although moved primarily to consolidate services, it was rolled across the river ice in an early method of relocation to a better site.

Discussion/Activity:

It is not always possible to move buildings to a new location. How is relocation of a building done in these more modern times? If you can, find pictures of a house being moved. Maybe you've actually seen this being done. With pictures of your own drawings, make a sequence drawing showing the different steps of this process.

## RESOURCES

*Books, Pamphlets*:

American Association for State and Local History. *Directory of Historical Societies and Agencies in the U.S. and Canada*.

Betts, Abel. *A Guide to State Historic Preservation Programs*, Preservation Press, 1976.

Coleman, Hilda. *Andy's Landmark House*, Parents' Magazine Press. (A novel about a boy who discovers the value of his old neighborhood and urges its preservation.)

*Economic Benefits of Preserving Old Buildings*, Preservation Press.

*Historic Preservation Plans: An Annotated Bibliography*, Preservation Press. (Covers 91 plans for historic districts, cities, regions, states, ethnic neighborhoods, open spaces, waterfronts, and highway sites.)

Johle, John A. *Fast Landscapes: A Bibliography for Historic Preservationists*, Vance Bibliographies.

Liljeblad, Sue Ellen and Charles Michael Brown. *A Guide to Historic Preservation Research and Preservation Planning in Alaska*, Office of History and Archaeology, State Division of Parks.

Menges, Gary L. *Historic Preservation: A Bibliography*, Council of Planning Librarians. (Nearly 800 entries cite case studies, architectural surveys.)

Morton, Terry B. *"I Feel I Should Warn You. . ." Historic Preservation Cartoons*.

National Trust. *Historic Preservation: A Guide to State Programs*, 1979.

Technical Preservation Services, *Energy Conservation and Historic Preservation*, Heritage Conservation and Recreation Service.

Willis, Victoria Jane. *Revitalizing Historic Structures: Preservation, Restoration, and Adaptive Uses*, Vance Bibliographies.

*FUNDING*

Department of the Interior, *Grants-in-Aid Catalog*, Washington, D.C.

Foundation Directory, Edition 5, The Foundation Center.

Foundation Grants Index, The Foundation Center.

Heritage Conservation and Recreation Service. Sources of Preservation Funding, Preservation Press.

Heritage Conservation and Recreation Service. Winning Federal Grants.

Hillman, Howard and Karin Abarbanel. The Art of Winning Foundation Grants, New York: Van Guard Press, 1975.

Margolin, Judith B. About Foundations, How to Find the Facts You Need to Get a Grant, The Foundation Center.

National Trust. A Guide to Federal Programs for Historic Preservation.

Office of Management and Budget, Catalog of Federal Domestic Assistance, Washington, D.C., 1976.

Shirk, Nancy Carson. Public Funds for Historic Preservation, Preservation Press.

U.S. Government Printing Office, Historic Preservation Grants-in-Aid Catalog, 1975.

## LEGISLATION

Preservation Legislative Bulletins (Six issues a year) National Trust for Historic Preservation.

### Periodicals:

Preservation News
Historic Preservation, National Trust Quarterly
Bulletin of the Association for Preservation Technology
American Preservation
Technology and Conservation

### Audio-visual:

"Main Street", color film, National Trust for Historic Preservation. (People helping to restore the buildings and revitalize the economy of small town downtown area.)

Morrison, Craig. "Overall Planning for Historic House Restoration", Association for State and Local History. (Approximately 80 slides, illustrated script, cassette tape.)

Discussion/Activity:

Now that you have an idea of what kinds of places make historical sites, with your teacher and classmates compile a list of historical sites in your community.

Discussion/Activity:

Pick a part of town and write a brief description for each of the historical sites in that part of town. Compose a guided tour -- an "armchair" or real tour -- viewing the historical sites in that district.

Discussion/Activity:

Make a "Historical Sites Board Game". On cardboard draw some of your local historical sites. Make rules for the game. Write cards with a brief description of each historical site, stating its significance. Could this become an Historical District? Explain.

Discussion/Activity:

Below are the names of a few historical sites in the Anchorage area. . . . but they're all scrambled up! See if you can unscramble them. Then you'll have a list of historical sites in the Anchorage area. (Hint: They're all on the National Register of Historic Places.) Make up a scrambled list of historic sites in your community. See if your classmates can unscramble them )

1. HIR SO LUTHONCS DACCHL
2. INKK
3. DEDNENNENIME PISCE
4. DILSTOE LAWPA
5. TOLREP MAPED
6. ERB DUDDILL FINGOALE
7. HESSE MOUNDOAR RASCO
8. GROTEARL LATEDEN SENES
9. GUPATE NIBLO
10. NECCAT PITUSS MEER

Answers:

1. Old St. Nicholas Church
2. Knik
3. Independence Mines
4. Wasilla Depot
5. Palmer Depot
6. Old Federal Building
7. Oscar Anderson House
8. Teeland's General Store
9. Beluga Point
10. Campus Center Site

Discussion/Activity:

Match the historical sites with the Alaskan cities in which they are located. Don't just guess, look them up! Check your answers with the answer key. Make up your own list for your classmates to figure out, using the historical sites in your community.

1. Ipiutak Site
2. Russian Mission
3. Fur Seal Rookeries
4. Holy Ascension Church
5. Sternwheeler NENANA
6. Totem Bight
7. Father Duncan Cottage
8. Norge Landing Site
9. Diversion Tunnel, Lowell Creek
10. Wrangell Public School

A. Pribilof Islands
B. Teller
C. Sitka
D. Seward
E. Ketchikan
F. Fairbanks
G. Petersburg
H. Point Hope
I. Metlakatla
J. Unalaska

Answers:

1. Ipiutak Site, Point Hope
2. Russian Mission, Sitka
3. Fur Seal Rookeries, Pribilof Islands

4. Holy Ascension Church, Unalaska
5. Sternwheeler NENANA, Fairbanks
6. Totem Bight, near Ketchikan
7. Father Duncan Cottage, Metlakatla
8. Norge Landing Site, Teller
9. Diversion Tunnel, Lowell Creek, Seward
10. Wrangell Public School, Wrangell

Discussion/Activity:

Take a poll! Think up ten questions about life the "way it was". You might pick a specific category like cooking, transportation, employment. Make them "yes" or "no" questions and ask them of as many people (at least ten) you can find who are about your grandparents' age. Assemble the information according to their responses and report on your findings.

## Part III - Survey and Inventory Your Own Community

This section provides guidelines for proceeding with an actual survey/ inventory of historical sites. A survey/inventory project can be effectively conducted by a group of secondary level students under the direction of a faculty member, it has been found. With the basic information included here, and additional research, a single student may elect to survey one site as an independent study project, although generally it works best as a group or class project.

### A. Planning

So you and your students want to do your own survey? First of all, find out what has been done in your area. Possibly a group of history buffs may already be conducting a survey, and you can join forces, working and learning together. If you discover that the potential historical sites in your area have remained hidden beneath their shroud of neglect, creaking their ancient parts in a cry to be researched, photographed, and documented -- you're on your way!

Determine your desired involvement in terms of time and energy. Is there enough interest from the students to propose a semester of local history and use class time for this historical research? Or maybe a weekly meeting as an extra-curricular group would be sufficient for starters. The commitment is more stable, operated as a class, demanding more time and energy of both the students and teacher. Analyze your situation.

It is recommended that two adults supervise a project. Between the two individuals, research and photographic skills can be jointly pooled. Don't let this stop you if a likely candidate possessing these skills cannot be found. Teachers discover that learning along with their students can furnish them with new insights to integrate into their old teaching methods. It can also be a lot of fun! This enthusiasm for learning is contagious and can help a project more than hinder it. Another advantage of a team-teaching arrangement is that the project continues in the event of one or the other being unavailable. Two people can better keep the ball bouncing, when each one is willing to occasionally bounce it alone.

You will probably need money. Expenses could include transportation to and from sites, photographic equipment and processing, postage and supplementary research materials. Unless your school is willing to provide these without being a handicap to your project by having to beg at each time of need, outside funding may be a good step to start you on positive footing. Be realistic in your request for money. If your intended area of investigation is small and minimal transportation costs are all that is desired (assuming the school is supplying the other materials) a few hundred dollars from a local historical society may meet your needs. Proper funding is a must. Too many projects drown in midstream due to an under-estimate of how fast the funds flow. A sure way to pull project enthusiasm down under. It is recommended that the teacher notify the school district office about the proposal. Possibly, the funding can be requested in the school budget. Local industries may be of assistance, usually requesting credit in any materials produced (slideshows, written booklets). If you think this is a fair exchange, accept the offer. Larger amounts of money can be obtained through government and state departments who encourage this type of survey/inventory program. Consult the grant directories listed in this paper.

## B. Preparation

Introduce yourself and the students to the world of historical preservation. If you're going to be residents of this new territory for the next few months, it's a good idea to know its support systems. Stage a "hello workshop". Make friends with people at the local, state, and federal historical preservation level. Let them know who you are and what you plan to do. Maximize your resources. The State Historical Preservation Officer, (SHPO), can fill you in on what the state and federal preservationists do with this information once you've spent time gathering it. In Alaska, each site is assigned a number and added to the thousands of entries in the Alaska Heritage Resource Survey. This file system is used by individuals doing personal research and by other state and federal departments involved in planning and development. The State Office of History and Archaeology lacks the person power and the purse power to provide an on-site advisor at each survey location, but they can offer information, direction, and materials free for the asking. If a real "treasure" is uncovered, the possibility exists that a site may be nominated to the National Register of Historic Places. The SHPO and office assistants will gladly fill you in on this information. Each site must pass certain requirements of age and integrity. If you find a potential landmark, individuals in the office of the SHPO, knowledgeable in the nominating process, will assist you in submitting the necessary forms.

In addition to the state preservation office (Parks), contact your local university or community college faculty to make a presentation at your workshop. Often, faculty members in the history, archaeology, anthropology, architecture departments are involved in local projects and study. Request their expertise to provide detailed descriptions of site searches in the immediate vicinity. Just about every community has an "unofficial historian" who can relate, through records or recall, scenes of your changing town. Usually this is a long-time resident who remembers the shoeshine shop that's now a rapid transit stop, and colorful stories about Ed the milkman fixing milk bottles on front porches at 5:00 a.m. These aged, walking resources are invaluable. Invite one of these people to speak on a specific topic, and continue contact with them throughout the project to assist you in problems demanding solutions beyond the printed page.

C. Research

Now it's time to start digging up all those facts and stories. Study your area for its historical highlights. If it's on a waterway, there's a good chance it was a sea port. Does it have a background of a particular native inhabitation? Does it currently have a population of a special ethnic group, whose roots lie deep in the origins of the town? An activity or product unique to your area may start your journey at the buildings or grounds where it all began. Hopefully you will find your area rich in a number of ways. You might want to select a certain theme -- education, religion, recreation, politics. Investigate the key individuals, buildings, structures, and districts that served in its route to the present. At least four or five themes will surface, giving you a good place to begin. More will probably be added to the list as you continue your research. Divide your crew into teams by your own arbitrary sytem or by letting each choose what theme is most interesting to them. Now you have a focus for your research.

Whether you are researching a broad theme or a single building, certain site requirements should be kept in mind. These guidelines will help you to determine how much time to spend on a given subject. Sites unable to meet these requirements are not to be wholly overlooked. Exceptions to the rule can generally be found, and a certain location may possess unusual historical significance making it suitable for nomination. In the first step of surveying, these items will help you ascertain the sites worth the devotion of your time and research.

Age and "integrity" are common characteristics of many members of our older generation. These two words also provide the main criteria for evaluation of a historic site. If a building, structure, object, district, or site can meet any of the following criteria, it will be considered a potential nomination:

An event that has had an impact on the pattern of history.

The association of an individual who has made a significnace contribution in the past.

Distinctive characteristics in the architecture, engineering, construction, or of a specific time period.

Information important to history or pre-history, that could be determined from the site.

Generally not regarded as nomination potential, although, with the following exceptions are:

A. Cemeteries, birthplaces, and gravesites of historical figures; exception:

When no other appropriate site, building, or structure related to the individual remains.

A cemetery derives its importance from age, distinctive design features, its association with historic events, or persons of transcendent importance.

b. Properties owned or used by religious institutions; exception:

A religious property of architectural, artistic, or historical distinction.

c. Reconstructed or relocated buildings, structures, objects; exceptions:

One which is the surviving structure associated with a historical figure, or is of significant architectural value.

One which is part of a restoration master plan, where no other building of the same association survives.

d. Commemorative properties; exception:

If its design, age, tradition, or symbolic value has invested it with its own historical value.

e. Properties of less than fifty years old; exception:

One which has achieved its significance in the past fifty years for special reason.

Use this checklist to determine the value of a site you may consider eligible for nomination. As you conduct your research to determine if a site meets the preceding criteria, and any research on the historical significance of a site, you may want to include the following in your data:

Ownership
Original date of construction
Old pictures, maps, drawings
Public and personal records on site's utilization
Description and photographs of present condition

## D. Resources

Now where do you look to gather all these interesting facts? There are a number of resources, and you will probably be able to easily add to this list as your research leads you to new locations that hold your answers.

If the public library is not already one of your favorite places, get to know it like your second home. You'll discover hidden cubicles and secret passageways containing abundant information. If the staff is of high quality, there are few questions you could come up with, for which they would be unable to provide you with at least a few leads. The librarian who knows the department well can place your hands on the necessary material in a short time. If the library is inadequately stocked, the inter-library loan system can produce the desired material, provided a longer period of time is allowed. In addition to the public library, investigate local college and university libraries, as well as museum libraries. If you are in the vicinity of your State Historical Library or one of its branches, so much more to your benefit. If your questions concern a particular discipline -- law, architecture, music -- call on individuals employed in that field. You may discover curators of private collections of publications exclusively in their field of interest, often more extensive than what is immediately available through public access. (This is a suitable method of establishing an informal contact with a consultant if your research topic will repeatedly bring you back to this area for data.) Military libraries are often included in miliary base facilities containing the history and records of military occupation in the area and state.

Most state and federal offices have non-circulating material available for reference, in their offices. The U.S. and State Forest Service has available records of land formerly and currently under the jurisdiction of this department. The Bureau of Land Management, Department of the Interior, includes resource materials on the lands still under their supervision, as well as reports on the mining areas. The U.S. Fish and Wildlife Service has a working library of general information and technical reports on fisheries, wildlife, and wildlife refuges. The U.S. Geological Service makes available USGS maps, professional papers, bulletins, water-supply papers, publications concerning geology and mineral and water resources. The Department of Transportation has a library dealing with aviation history in Alaska and elsewhere. The Federal Archives and Records Center in Seattle (there are several others throughout the country) maintain the records of the Bureau of Indian Affairs and the Alaska Road Commission which was primarily responsible from 1905 to 1957 for all methods of transportation in the man-made Alaskan environment.

Depending on the information you're in search of, specific records may provide you with the details you need. Ours is a record-keeping society, requiring registration for just about every activity from camping to running for the presidency. These additional resources are merely suggestions for further research. Add to the list as you pursue your research.

Court records

Personal tax records

Business tax records

Fire insurance policies

Mortgages

Wills

Deeds of trust

Birth & Death certificates

Voting registration records

Vehicle registration records

Driver license records

School records, yearbooks

Old telephone Directories

Old city directories

Police records

Engineering records

Sanborn Map Co. (Maps back to 1800's; in Alaska, back to 1904)

Discontinued publications

Old newspapers

Credit agencies

Unemployment insurance records

Social Security records

Private organization records

Church records

Public utilities records

Nursing Home residents, retirees

## E. Documentation

To start with, students and teachers should keep a personal journal throughout the project. Each time a task is attempted or successfully completed, write it down. The journal is not necessarily the place to demonstrate your writing skills (you can do that too!) but rather your record-keeping skills. Each day of project-oriented work should have an entry. Even if it lists ten people contacted without a single response. This is one way to analyze new directions as dead-ends or short-cuts. Set aside a few minutes at the close of each period for just this purpose of summing up the day's activities. If a school recess will remove the students from project work for an unusually long period of time, allow a little extra time to list in the journal "things to do when I return." It's much easier to pick up where you left off with the aid of these guidelines, than trying to dislodge the ideas tucked away two weeks earlier. The journal may seem to be a lot of bother, but in the long run, it will benefit you. It becomes a useful tool to examine what you're accomplishing. Weekly meetings are recommended to keep the project moving as a unit. With four or five teams working at different stages of surveying -- some researching, some on-site measuring -- regular progress reports from each person insures against lingering on one problem too long. Students may encounter humorous situations that they're willing to share. Maintaining a high morale and having fun is conducive to a successful project. If students are having problems, this is a good time to work together to produce solutions. Depending on the individual students you're working with, some may need for you to prepare task sheets listing specific directions: "Call Fred to arrange an interview", "Consult periodical index in library for current articles on. . ." some students may be unable to recognize the resources and translate them into tasks. Making task lists may be something you need to do for yourself, as well.

At the beginning of the project a 3 x 5 card resource file should be started, and contributions made by each member throughout the project. Two basic categories will form the original file -- people and publications -- with the possibility of expansion as the project develops. Manage a "resource awareness" campaign. All project participants need to keep their ears and eyes open for possible leads in persons and publications that could aid a member's research. A brief description will suffice, but not too brief that a follow-up is impossible. Usually a name, abbreviated description of relation to project, and the course of referral, are the important facts. Example: "Mary Carter, 1890's photographs, Historical Society Meeting" or "Boston Sunday Paper Supplement, sometime in October, extensive article on U.S.'s first rail system." Even if time does not permit immediate investigation of the materials or details, the information is there and can be followed up at a later date. These leads occasionally arrive at valuable information that produces the missing puzzle piece that completes a site's history.

Another system to be maintained is the photographic file. All photos should be kept in one place, and each labeled, with picture content and ownership. If photo-copying facilities are available, it's best to make your own copy of borrowed photos and return the original to the owner as soon as possible, unless the person explicitly declared them as donations to the project. Lost or damaged photos will discourage people from lending them and produce resentment toward the project. Personal photo collections are too valuable a resource to lose due to carelessness. On an attached card or on the back of the photo, pencil lightly (careful not to cause photo damage) all information offered to doner especially dates, names, locations. Even if you believe the information to be incorrect, write it down and add a questions mark to indicate your uncertainty. This may be a lead to the correct information. Historical research is often dependent on these clues to jar someone's memory. Every little bit helps.

Do not neglect regular communication with your granting agency, if you have one. If you're going to play with their money, have the courtesy to let them in on the game. A brief, one-page monthly report is sufficient. The prime objective is to inform them you are still thriving. Include recent developments and positive feedback from personal responses. Reinforce the position they first held in granting you the money -- that yours is a good project. A brief report is not much to ask in exchange for even a few hundred dollars. If you are considering future funding to extend your project, chances are better they will fund activities they know something about, and that other people may benefit. Writing a brief report will take only minutes, and can pave the way for miles.

## F. Publicity

You may wish to take your project to the public. The advantage of this is to encourage contributions from people who may be harboring essential information. If you enjoy what you're doing, why not share it with other people! It may be the source of pleasure for someone else, particularly the local elderly citizens who are convinced the "good ole days" are permanently buried.

As you proceed with your research, you'll accumulate tidbits of information that can be conveniently utilized as publicity material. As a non-profit project, donated radio time and newspaper space may be granted to you. Check with your local media.

Depending on how deep you want to get into advertising your project, you may choose to appoint one person in charge of this task. Researchers may contribute the interesting facts, then the appointed person organizes and writes it up. The project representative establishes a contact and builds a relationship, avoiding the confusion of restating the purpose of the project to several different people, several times. This person is also responsible for documenting all results.

Request a thirty-second radio spot twice a day, unless of course, more is offered. Count your blessings, and use the time efficiently. Produce a number of ads, some of which may be repeated. The subject content may be a building and interesting comments from its history. Thirty seconds will not allow you enough time to do much more than perk up the listerners' ears with an old familiar name, just in time to hear your request for personal contributions of photograph-loans and stories. Don't forget a phone number or address which will put someone directly in touch with you. Don't expect them to hunt you down. He who wants the prize does the hunting, and in this case, they hold the prize photos and stories.

Consider a weekly newspaper series. Find an interesting picture, write a capsule history or interesting event associated with it. Wrap it up with "If you have interesting photos, facts, or fiction, contact. . ." or something similar. Make it a regular spot, 4" x 4" square, at least weekly. Arrange to print it in school newspapers, historical society bulletins, organization newsletters, as well as the local newspaper. You may want to tailor a picture/ history spot to your readership. For your high school newspaper, you may print a picture of the graduating class of fifty years ago. If printing allows, include the nursing homes in your paper distribution. You may even feel motivated to produce your own project newsletter with a series of historical articles. Don't get in over your head. Start at a crawl, and run later, if time permits. These tasks can be more time-consuming than first realized.

Public bulletin boards are begging for your posters and old pictures. Legibility is important, and a contact address or phone number should be large and clear.

A method of getting elderly citizens more directly involved is to present a panel discussion of two or three such people. A "crackerbarrel discussion" should be informal, just like back in the days of sitting around the crackerbarrel and discussing the affairs of the town. Compatible age and personality are important in selecting your panelists. A moderator is recommended. Someone will need to occasionally pick up the slack in the conversation when it goes silent. The moderator may introduce a new topic, or direct a question to one of the panelists, allowing for each to speak. At times when two people are talking at the same time, or one person dominates the conversation, the moderator gently interrupts. Make sure you do your homework. Research and interview your panelists so you know what direction to lead the conversation to exhibit a person's expertise. You may want to choose a theme as a base for the discussion. Publicity will be part of the preparation. The panel discussion is a pleasant way to reminisce away an evening -- usually a high percentage of elderly will turn out -- and a way to expand your resources. We all enjoy reminiscing about the good times, and who knows better about the past than those who were participants.

# RESOURCES

Burke, Janis. A Descriptive Bibliography of Historical Research Material in the Anchorage Area, Western Interstate Commission for Higher Education, 1973.

Ellsworth, Linda. The History of a House: How to Trace It, American Association for State and Local History, 1976.

Frederick, Robert A. Writing Alaska's History: A Guide to Research, Alaska Historical Society.

Heritage Conservation and Recreation Service. Standards for Historic Preservation Projects, 1979.

McKee, Harley J. Recording Historic Buildings, National Park Service, 1976.

Office of Archaeology and Historic Preservation, Guidelines for Local Surveys: A Basis for Preservation Planning, 1977.

-----. How to Complete National Register Forms, 1977.

So You Want to Write Your Community's History, The Canadian Confederation Centennial Committee of British Columbia, 1965.

# ADULT BIBLIOGRAPHY

Alaska Division of Parks, Alaska Heritage Resource Survey, A Photographic Catalog, 1974.

-----. Alaska Heritage Resource Survey Index.

Alaska Division of State Libraries, Alaska Blue Book, annual.

-----. Alaska Library Network, Resource Directory Alaskana Project, 1975.

Alaska Magazine. Subject Index to, 1935-1972, Alaska Northwest Pub. Co.

Burke, Joseph A. The Bibliography of Alaskana, University of Alaska, 1974.

Colby, Merle. A Guide to Alaska, MacMillan Co., 1939.

Department of Defense, Arctic Bibliography, 1956.

Drazan, Joseph. Picture Alaska, An Index, University of Alaska, 1973.

Johnson, Will A. Untrodden Trails, Exposition Press, 1948.

Milepost Magazine, Alaska Northwest Pub. Co., Annual.

Orth, Donald J. The Dictionary of Alaska Place Names, U.S. Government Printing Office, 1967.

Poetry Society of Alaska, Inc. Alaska '76, Miner Pub. Co., 1976.

Ricks, Melvin. Introductory Bibliography to Alaskan Historical Literature, University of Alaska.

Tourville, Elsie A. Alaska: A Bibliography, 1570-1970, G.K. Hall Co., 1975.

Wickersham, James. A Bibliography of Alaskan Literature, University of Alaska, 1927.

Alaskafeast Magazine, Seattle Northwest Publishing Corp.

Alaska Geographic Quarterly, Alaska Northwest Pub. Co.

Alaska Journal Quarterly, The, Alaska Northwest Pub. Co.

Art Education Magazine, September, 1978. (Entire issue is devoted to built environment education.)

# TESTING

Due to the nature of the material presented here, evaluation must be approached in other than traditional methods. The main objective of this curriculum is to develop an awareness of history and how to determine a site as having preservation value. Tests comprised of questions and answers, matching items, and multiple guess deal mainly with details insignificant to the overall objective. The details of names and dates should be used merely as tools to achieve a higher consciousness of historic significance and preservation. The emphasis of evaluation should be not on these details but instead on whether a student can successfully recognize a historical site and determine, through research, its significance in history. ,More relevant to a student's education are the historical landmarks in his/her immediate world. My recommendation for testing then is an essay report done individually by the student meeting the following requirements:

a) To be able to cite at least one local historical site.

b) Significance of the local historical site is to be determined through the use of at least three resources as aids in the investigation of the historical site evaluation.

The true test of a survey/inventory project, as covered in Part III of this curriculum, will be the final inventory itself. An arbitrary number of sites may be stated at the beginning as the projected goal, and the objective be to find at least that many sites. This depends on the size of the area being surveyed and the time allowed for the project.

National Trust Resources for Teachers:

*A Teacher's Guide to Preservation-Related Materials: A Select Guide to Education Index Articles*, compiled by Pamela J. Caldwell.

*A Book Bibliography for Children and Their Teachers*, compiled by Pamela J. Caldwell.

*Compendium of Preservation Education Programs: Kindergarten - 12*, compiled by Ellen Kotz.

*Funding Sources for Preservation Related School Programs*.

*Teacher's Handbook for Historic Enrichment: Curriculum, Resources, Activities*, by Cynthia Mathews.

The following groups of people received Preservation Education Funds during the period 1975-1979 to develop curriculums and materials. Contact either the direct source or Antoinette J. Lee, Academic Programs Coordinator, National Trust's Education Services Division.

Birmingham Historical Society, Birmingham, Alabama.
(Curriculum materials focusing on downtown Birmingham as a living museum of architecture and history, grades six through twelve.)

Champaign County Historical Museum, Champaign, Illinois.
(Curriculum in historic preservation, grades four through eight.)

Cultural Council Foundation for Central Park Task Force, New York.
(Film on history of Central Park, teaching aid in understanding park's historical and environmental significance.)

Educational Futures, Inc., Philadelphia, Pennsylvania.
(A study of education materials available for classroom teachers on preservation of the built environment.)

Georgia Trust for Historic Preservation, Inc., Atlanta, Georgia.
(Conceptual units in architecture and built environment, first through sixth grades.)

Historic Preservation Commission of South Bend and St. Joseph County, South Bend, Indiana.
(Curriculum materials in historic preservation, elementary and secondary level.)

Santa Cruz County society for Historic Preservation, Inc., Santa Cruz, California.
(Curriculum to increase sensitivity and awareness in historic preservation, grades one through six.)

University of Texas, Austin, Texas.
(Three pilot preservation teaching units for kindergarten through second grade.)

Vision, Inc., Boston, Massachusetts.
(Educational Program, "Street Smart", fourth through eighth grades.)

A comprehensive Alaska history secondary level textbook and teaching materials for the elementary school level are currently being developed as a project of the Alaska Historical Commission under the supervision of Dr. Franklin Greenough. Funded by the Alaska State Legislature, the project is expected to be completed in 1980. (Alaska Historical Commission, 3221 Providence Avenue, Anchorage, Alaska, 99504).

## AUDIO-VISUAL SOURCES

Alaska Northwest Publishing Co., 3901 W. International Airport Rd., Anchorage,Alaska, 99501.

Alaska Rural School Project, University of Alaska, Fairbanks, Alaska, 99701.

Alaska State Division of Tourism, Pouch E, Juneau, Alaska, 99811.

Alaska State Film Library, Anchorage Center, 650 International Airport Rd., Anchorage, Alaska, 99501.

Anchorage Borough School District Audio-visual Center, 2508 Blueberry, Anchorage, Alaska, 99501.

Bureau of Indian Affairs, Bureau Wide Film Service, Instructional Service Center, Box 66, Brigham City, Utah, 84302.

Center for Northern Educational Research, University of Alaska, Fairbanks, Alaska, 99701.

Contemporary/McGraw - Hill Films of McGraw - Hill Text-Films, 330 West 42nd St., New York, New York, 10036.

Encyclopedia Britannica Educational Corporation, 425 North Michigan Avenue, Chicago, Illinois, 60614.

Indian Education Resource Center, HUT 0-12, UBC, Vancouver 8, B.C., Canada.

Learning Materials Service Unit, Ontario Department of Education, 449 Jarvis Street, Toronto 85, Ontario, Canada.

National Educational Television, A-V Center, Indiana University, Bloomington, Indiana, 47405.

The National Science Film Library, Canadian Film Institute, 1762 Carling Avenue, Ottawa 13, Ontario, Canada.

Native Cultural Media Center, P.O. Box 1010, Wasilla, Alaska, 99587.

Northern Films, Box 98, Main Office Station, Seattle, Washington, 98111.

University of Alaska, Film Library, Fairbanks, Alaska, 99701.

University of California, Extension Media Center, 2223 Fulton Street, Berkeley, California, 95720.

Walt Disney Educational Materials Company, 800 Sonora, Glendale, California, 91201.

## JUVENILE READING LIST

Albee, William. *Kanguk, A Boy of Bering Strait*, (grade 6 to 9), Alaska, Eskimos, Family Life, Fishing, Folk Tales, History, Hunting.

Bell, Margaret E. *Danger on Old Baldy*, (grade 6 to 7), Alaska, Adventure, Family Life, Fishing, Hunting, Pioneer Life.

-----. *Enemies in Icy Strait*, (grade 7 to 9), Alaska, Adventure, Family Life, Fishing, Hunting, Pioneer Life.

-----. *Pirates of Icy Strait*, (grade 7 to 9), Alaska, Adventure, Family Life, Fishing, Pioneer Life.

-----. *Ride out the Storm*, (grade 4 to 6), Alaska, Family Life.

-----. *Totem Casts a Shadow*, (grade 7 to 9), Alaska, Family Life, Fishing, Indians, Pioneer Life, Totems.

-----. *Watch for a Tall White Sail*, (grade 7 to 9), Alaska, Family Life, Fishing, Pioneer Life.

Bendick, Jeanne. *Exploring An Ocean Tide Pool*, Alaska, Animals, Ecology, Photographs.

Blecker, Sonia. *Sea Hunters*, (grade 7 to 9), Alaska, Fishing, Hunting.

Brewster, Benjamin. *First Book of Eskimos*, (grade 7 to 9), Alaska, Eskimos.

Brindze, Rush. *Story of the Totem Pole*, (grade 5 to 6), Alaska, Folk Tunes, History, Indians, Totems.

Chadwick, Roxanne. *Don't Shoot*, Alaska, Animals, Eskimos, Hunting.

Comins, Jeremy. *Eskimo Crafts and Their Cultural Background*, Alaska, Crafts, Eskimos.

Coe, Douglas. *Road to Alaska*, (grade 7 to 9), Alaska, Alaska Highway, History.

Coombs, Charles. *Pipeline Across Alaska*, Alaska, *Government* History, *Photographs*.

Corcoran, Barbara. *The Loner; A Story of the Wolverine*, Alaska, Animals, Hunting.

Curtis, Edward S. *The Girl Who Married a Ghost and Other Tales from the North American Indian*, Alaska, Folk Tales, Indians, Photographs.

Davies, Brian. *Seal Song*, Alaska, Animals, History, Hunting, Photographs.

Desmond, Alice Curtis. *Sea Cats*, (grade 5 to 6), Alaska, Animals.

-----. *Talking Tree*, (grade 6 to 7), Alaska, Adventure.

Emery, R. G. *Adventure North*, (grade 7 to 9), Alaska, Adventure, Hunting.

Ederer, Bernard Francis. *Bingo, Gallant Reindeer Dog*, Alaska, Animals, Geography & Travel, History.

Figdor, George and Barbara, *Salmon Fishing*, Alaska, Fishing.

Garfield, Viola E. *Meet the Totem*, (grade 6 to 9), Alaska, Folk Tales, History, Indians, Totems.

Garst, Shannon. *Scotty Allan, King of the Dog-Team Drivers*, (grade 7 to 9), Alaska, Adventure, Animals, History, Pioneer Life.

George, Jean Craighead. *The Wounded Wolf*, Alaska, Animals, Hunting.

Gilbert, Kenneth. *Arctic Venture*, (grade 7 to 9), Alaska, Adventure, Aleutians.

Gillham, Charles. *Beyond the Capping Mountains*, (grade 4 to 5), Alaska, Folk Tales.

Griese, Arnold A. *The Wind Is Not a River*, Alaska, Aleutians, History, Government.

Harris, Christie. *The Mystery at the Edge of Two Worlds*, Alaska, Adventure, Geography & Travel, Indian Art.

Harrison, Ted. *Children of the Yukon*, Alaska, Family Life.

Hayes, Florence. *Eskimo Hunter*, (grade 6 to 9), Alaska, Adventure, Eskimos, Family Life, Fishing, Hunting.

Helmericks, Bud. *Arctic Hunter*, (grade 7 to 9), Alaska, Adventure, Animals, Eskimos, Family Life, Hunting.

-----. *Oolak's Brother*, (grade 7 to 9), Alaska, Adventure, Eskimos, Family Life, Hunting.

Henry, Marguerite. *Alaska in Story and Picture*, (grade 3 to 4), Alaska, Geography & Travel.

Hewes, Agnes Danforth. *Hundred Bridges to Go*, (grade 7 to 9), Alaska, Alaska Highway, History.

Hughes, Jill. *A Closer Look at Eskimos*, Family Life, Hunting.

Johnson, Will A. *Untrodden Trails*, Poetry.

Keithahn, Edward L. *Igloo Tales*, (grade 5 to 6), Alaskana, Folk Tales, Hunting.

Labert, Clara. *Story of Alaska*, (grade 4 to 6), Geography & Travel.

Landru, Jack. *Sled Dog of Alaska*, (grade 7 to 9), Adventure, Animals.

Lange, Ann. *Eskimo Store*, (grade 1 to 2), Family Life, Pioneer Life.

Laycock, George. *Beyond the Arctic Circle*, Animals, Eskimos, Family Life, Geography & Travel.

L'Hommedieu, Dorothy K. *Togo, the Little Husky*, (grade 2 to 3), Alaska, Animals, Eskimos.

Litchfield, Sarah. *Hello Alaska*, (grade 4 to 5), Alaska History.

Lomen, Hellen and Marjorie Flack. *Taktuk, An Arctic Boy*, (grade 4 to 5), Eskimos, Family Life, Fishing, *etc*.

Long, Orma F. *Eskimo Legends: And Other Stories of Alaska*.

Machetanz, Frederick. *On Arctic Ice*, (grade 7 to 9), Adventure, Animals, Eskimos, Family Life, Hunting.

-----. *Panuk, Eskimo Sled Dog*, (grade 4 to 5), Alaska Adventure, Animals, Eskimos, Family Life, Fishing.

Machetanz, Sara, *Rick of High Ridge*, (grade 4 to 6), Alaska, Animals, Family Life, Pioneer Life.

----- and Fred. *Barney Hits the Trail*, (grade 7 to 9), Alaska Adventure, Animals, Eskimos, Family Life, Hunting, Pioneer Life.

Mayokok, Robert. *Eskimo Customs*, (grade 3 to 4), Alaska Eskimos, Family Life, Fishing, History, Hunting.

-----. Eskimo Life, (grade 3 to 4), Animals, Fishing, History, Hunting.

Mayokok, Robert. *True Eskimo Stories*.

Mayol, Lurlene. *The Talking Totem Pole*, Alaska, Folk Tales, Totems.

McCracken, Harold. *Biggest Bear on Earth*, (grade 7 to 9), Aleutians, Animals.

-----. *Flaming Bear*, (grade 6 to 9), Adventure, Aleutians, Hunting.

-----. *Last of the Sea Otters*, (grade 7 to 9), Aleutian animals.

-----. *Sentinel of the Snow Peaks*, (grade 7 to 9), Alaska, Animals, Hunting.

-----. *Son of the Walrus King*, (grade 7 to 9), Animals, Eskimos.

-----. *Toughy: Bulldog of the Arctic*, (grade 6 to 9), Adventure, Aleutians, Archaeology, Eskimos, Geography & Travel, Hunting.

McMurray, De Von. *All Aboard for Alaska*, (grade 6 to 7), Fishing, Geography & Travel, Government, History, Photographs.

Montgomery, Rutherford. *Iceblink*, (grade 7 to 9), Alaska Adventure.

Oliver, Simeon. Son of the Smoky Sea, (grade 7 to 9), Aleutians, Fishing, Photographs.

O'Neill, Hester. Picture Story of Alaska, (grade 5 to 6), Geography & Travel.

Osgood, Harriet. Yukon River Children, (grade 4 to 5), Family Life, Fishing, Hunting, Indians.

Pilgrim, Mariette Shaw. Alaska, (grade 6 to 9), Eskimos, Fishing, Geography & Travel, Government, History, Indians, Hunting, Mining, Pioneer Life.

Pinderton, Kathrene. Hidden Harbor, (grade 7 to 9), Family Life, Government, Indians, Pioneer Life, Totems.

Pitseolak, Peter. Peter Pitseolak's Escape from Death, Adventure, Eskimos, Hunting.

Price, Christine. The Mystery of Masks, Alaska crafts, Eskimos, Indians.

Ptarmigan Papers: Selected Poems & Stories from Students in Seven Alaskan Towns, Folk Tales, Poetry.

Robarts, Victoria P. Let's Go to Alaska, (grade 4 to 5), Geography, History, Mining, Photographs, Pioneer Life.

Rockwell, Jane. Wolves, Alaska animals, Hunting.

Roderick, Barry. The Panhandler Songbook, Folk music.

Savage, Alma. Eben the Crane, (grade 5 to 6), Alaska, Animals.

-----. Holiday in Alaska, (grade 6 to 7), Fishing, Geography, Travel.

-----. Smoozie, the Story of an Alaskan Reindeer Fawn, (grade 3 to 4).

Shannon, Terry. Tyee's Totem Pole. Alaska Totems.

Simon, Nancy & Evelyn Wolfson. American Indian Habitats: How to Make Dwellings and Shelters with Natural Materials, Crafts, History, Indians, Photographs, Pioneer Life.

Stephanson, Evelyn. Here is Alaska, (grade 6 to 9), Alaska Highway, Archaeology, Eskimos, Fishing, Geography & Travel, Government, History, Hunting, Photographs.

-----. Within the Circle, (grade 7 to 9), Alaska Archaeology, Geography, Travel, History, Photographs.

Tomkins, Jane. *Polar Bear Twins*, (grade 3 to 4).

Tomkins, Stuart R. *Let's Read About Alaska*, (grade 5 to 9), Eskimos, Fishing, Geography & Travel, Government, Hunting, Indians, Mining, Photographs, Pioneer Life.

Toye, William. *The Loon's Necklace*, Folk Tales, Indians.

William, Thomas. *The Denali Christmas*, Alaska adventure.

Wright, Arthur R. *First Medicine Man: The Tale of Yobaghu - Talyonuth*, Folk Tales, Indians.

## APPENDIX -- SUPPLEMENTAL FORMS

1. Alaska Heritage Resource Survey Architectural Details Record. (work sheet)

2. National Register of Historic Places Inventory-Nomination Form (FHR-8-300)

3. Alaska Heritage Resources Survey form, used for placing historical and pre-historic sites, structures, buildings, objects on the computerized statewide AHRS inventory.

# ALASKA HERITAGE RESOURCE SURVEY
# ARCHITECTURAL DETAILS RECORD

Town

House Number

Street

**Office Use Only**

Building Name

Present Owner

Address of Owner

Tenant

Original Owner or Tenant

Recorder

ecorder

Date

Total No. of Photos taken

Film Roll No.

GRID

RECORDER SHEET-1

1.

**DATE** ☐ 1. Factual ☐ 2. Estimated ☐

**2. ARCHITECT OR BUILDER** ☐ Unknown ☐

**3. HISTORICAL SIGNIFICANCE**

None 1

Unknown 2

Personage of Historical Importance

Local 3 4 National 5

Event of Historical Importance

Local 6 7 National 8

Building significant in political, military, social, economic, cultural, or religious history

Local 9 10 National 11

12 Other

Name of personage or event

**4. PRESENT USE**

Primary ☐ Secondary ☐

(1) Residential
  1. Single Dwelling
  2. Double Dwelling
  3. Multiple Dwelling
  4. Hotel or Inn
  5. Institutional Housing
  6. Other

(2) Social and Recreational
  1. Club or Lodge
  2. Welfare Group Faculty
  3. Non-Athletic Recreation
  4. Participant Sport and Athletic
  5. Other

(3) Educational
  1. School
  2. College and University
  3. Library
  4. Research Establishment
  5. Other

(4) Exhibition, Audition, and Spectacle
  1. Museum
  2. Planetarium
  3. Auditorium
  4. Theater or Cinema
  5. Exposition
  6. Stadium or Grandstand
  7. Other

(5) Administrative, Professional, Financial
  1. Office
  2. Bank
  3. Exchange
  4. Commercial Lab
  5. Organization Quarters
  6. Other

(6) Mercantile
  1. General Retail Store
  2. Special Store or Shop
  3. Mail Order House
  4. Market
  5. Wholesale Store
  6. Display Room
  7. Shopping Centre
  8. Storage
  9. Other

(7) Industrial & Mfg.
  1. Factory or Plant
  2. Storage
  3. Service
  4. Mill
  5. Furnace and Forge
  6. Other

(8) Agricultural
  1. Farm Building
  2. Food Processing
  3. Fish Hatchery
  4. Greenhouse or Plant Storage
  5. Other

(9) Communications
  1. Telephone Building
  2. Radio and TV Station
  3. Newspaper
  4. Radar
  5. Other

(10) Transportation
  1. Railroad Facility
  2. Auto Facility
  3. Air Facility
  4. Water Facility
  5. Other

(11) Governmental, National and Provincial
  1. Legislative or Parliament
  2. Office
  3. Post Office
  4. Mint and Treasury
  5. Customs House
  6. Embassy
  7. Court House
  8. Other

(12) Governmental, City and County
  1. City Hall
  2. Court House
  3. Community Hall
  4. Registry Office
  5. Other

(13) Governmental, Other
  1. Public Safety and Service
  2. Penal Institution
  3. Other

(14) Military
  1. Barracks
  2. Armory
  3. Fortification
  4. Other

(15) Remedial
  1. Hospital
  2. Clinic and Centre
  3. Nursing Home
  4. Asylum
  5. Animal Hospital
  6. Other

(16) Religious
  1. Church or Synagogue
  2. Monastery or Convent
  3. Rectory
  4. Church Hall
  5. Other

(17) Food Service
  1. Restaurant
  2. Tavern or Bar
  3. Other

(18) Funerary
  1. Cemetery
  2. Mausoleum or Monument
  3. Funeral Home
  4. Other

(19) Non-Shelter Water
  1. Bridge
  2. Aqueduct
  3. Tunnel
  4. Dam
  5. Lock
  6. Wharf
  7. Lighthouse
  8. Water Feature
  9. Other

(20) Non-Shelter Other
  1. Gate or Bdry Feature
  2. Kiosk or Info Bureau
  3. Non-Funeral Monument
  4. Clock Tower
  5. Bell Tower
  6. Other

(21) Mixed (More than 2)

Other

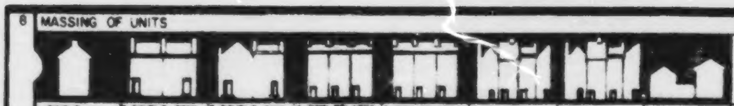
**5. ORIGINAL USE** Unknown ☐ Same ☐ or use "Present Use" list ☐

**6. SITE** Unknown ☐ Original ☐ Moved ☐ Other ☐

| 7. ENVIRONMENT & THREAT | Secure | Threat | Unknown | | Secure | Threat | Unknown | Other |
|---|---|---|---|---|---|---|---|---|
| Urban Isolated | 1 | 2 | 3 | Rural Isolated | 10 | 11 | 12 | 19 |
| Urban Part of Compatible Group | 4 | 5 | 6 | Rural Part of Compatible Group | 13 | 14 | 15 | |
| Urban Part of Hostile Group | 7 | 8 | 9 | Rural Part of Hostile Group | 16 | 17 | 18 | |

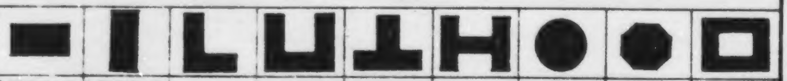
COMMENTS

### 8 MASSING OF UNITS

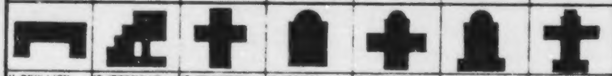


1. SINGLE DETACHED
2. DOUBLE SEMI-DETACHED, RELATED
3. DOUBLE SEMI-DETACHED, NON-RELATED
4. ROW, RELATED, END
5. ROW, RELATED, INTERMEDIATE
6. ROW, NON-RELATED, END
7. ROW, NON-RELATED, INTERMEDIATE
8. ATTACHED, IRREGULAR
9. OTHER

### 9 PLAN

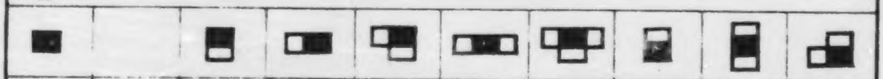


1. SQUARE
2. RECTANGULAR
3. RECTANGULAR
4. L
5. U
6. T
7. H
8. CIRCULAR
9. POLYGONAL
10. CENTRE SPACE

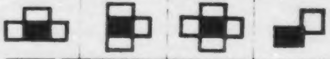


11. PAVILLION
12. IRREGULAR
13. CRUCIFORM
14. APSIDAL
15. APSE AND TRANSEPT
16. APSE AND NARTHEX
17. NARTHEX AND TRANSEPT
18. OTHER

### 10 WINGS

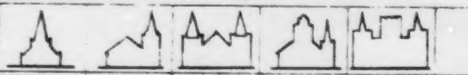


1. NONE
2. UNKNOWN
3. FRONT
4. EITHER SIDE
5. FRONT AND EITHER SIDE
6. BOTH SIDES
7. FRONT AND BOTH SIDES
8. REAR
9. FRONT AND REAR
10. REAR AND EITHER SIDE



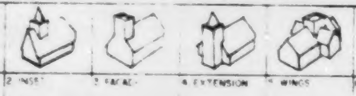
11. REAR AND BOTH SIDES
12. FRONT, REAR & EITHER SIDE
13. FRONT REAR & BOTH SIDES
14. IRREGULAR
15. OTHER

### FOR CHURCHES ONLY CHURCH TOWERS & SPIRES



1. NONE
2. SINGLE, CENTRE
3. SINGLE, EITHER SIDE
4. PAIR, EACH SIDE
5. TWO, CENTRE & SIDE
6. THREE, CENTRE & BOTH SIDES
7. MULTI
8. OTHER

### 12 CHURCH TOWERS & SPIRES LOCATION (Multiple choice)



1. NONE
2. INSET
3. FACADE
4. EXTENSION
5. WINGS
6. OTHER

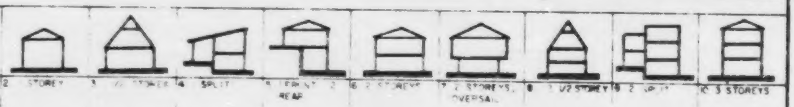
### 13

PLOT AREA Frontage ☐ Unknown ☐ Depth ☐ Unknown ☐

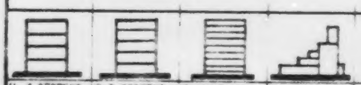
### 14

BUILDING AREA Width ☐ Unknown ☐ Depth ☐ Unknown ☐

### 15 STOREYS



1. UNKNOWN
2. 1 STOREY
3. 1 1/2 STOREY
4. SPLIT
5. FRONT 2 REAR
6. 2 STOREYS
7. 2 STOREYS, OVERSAIL
8. 2 1/2 STOREY
9. 2 SPLIT
10. 3 STOREYS

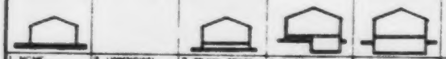


11. 4 STOREYS
12. 5 STOREYS
13. MULTI
14. IRREGULAR
15. OTHER

### 16

| BAYS - MAIN FACADE | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | multi | other |

### 17 BASEMENT



1. NONE
2. UNKNOWN
3. CRAWL SPACE
4. PARTIAL
5. FULL
6. OTHER

### 18 BASEMENT WALL MATERIAL

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| NONE | UNKNOWN | WOOD POST | LOG SILL | MASONRY PIER | RUBBLE | CUT STONE | CONCRETE BLOCK | POURED CONCRETE | BRICK | OTHER |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |

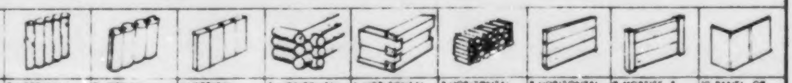
## EXTERIOR WALL MATERIAL

COMMENTS

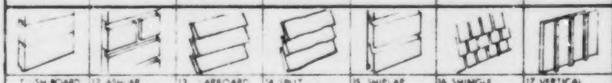
**19 EARTH**

| | | | | | | |
|---|---|---|---|---|---|---|
| NONE 1 | UNDETERMINED 2 | TAMPED EARTH 3 | MUD BRICK OR BLOCK 4 | SOD & TURF 5 | EARTH & LIME 6 | OTHER 7 |

**20 WOOD**

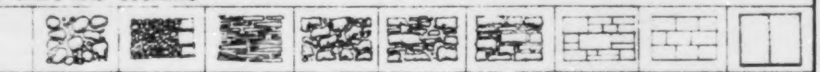


| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| NONE | 2 VERTICAL LOG | 3 VERTICAL SHAPED LOG | 4 VERTICAL PLANK | 5 HORIZONTAL LOG | 6 HORIZONTAL SHAPED LOG | 7 HORIZONTAL LOG CORDWOOD | 8 HORIZONTAL PLANK | 9 MORTISE & TENON (RED RIVER FRAME) | 10 PANEL OR PLYWOOD |

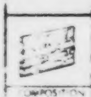


| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 11 FLUSH BOARD | 12 ASHLAR IMITATION | 13 CLAPBOARD | 14 SPLIT WEATHERBOARD | 15 SHIPLAP | 16 SHINGLE | 17 VERTICAL BOARD & BATTEN | 18 OTHER |

**21 STONE-SHAPE AND COURSING**

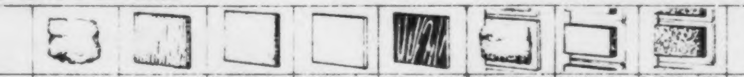


| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| NONE | 2 PLAIN OR SPLIT FIELDSTONE | 3 FLINT AND/OR COBBLE | 4 SLATE OR SHALE | 5 RUBBLE RANDOM | 6 RUBBLE COURSED | 7 RUBBLE SQUARED | 8 CUT STONE, BROKEN COURSE | 9 CUT STONE, COURSED | 10 PANEL |



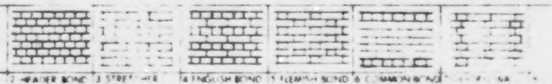
| | |
|---|---|
| 11 COMPOSITION | 12 OTHER |

**22 STONE-TEXTURE OR FINISH**



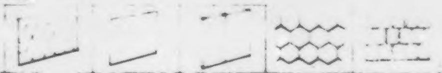
| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| NONE | 2 NATURAL | 3 SAWN | 4 TOOLED OR HAMMERED | 5 SMOOTH DRESSED | 6 POLISHED | 7 ROCK FACED | 8 RUSTICATED | 9 VERMICULATED | 10 OTHER |

**23 BRICK**



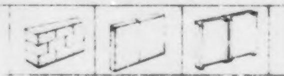
| | | | | | | |
|---|---|---|---|---|---|---|
| NONE | 2 HEADER BOND | 3 STRETCHER BOND | 4 ENGLISH BOND | 5 FLEMISH BOND | 6 COMMON BOND | 7 [illegible] |

**24 COMPOSITION OR TILE**



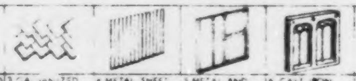
| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1 NONE | 2 UNDETERMINED | 3 COMPOSITION SHINGLE OR SHEET | 4 PLASTER OR STUCCO | 5 ASBESTOS CEMENT SHEET | 6 TILE | 7 [illegible] | 8 OTHER |

**25 CONCRETE**



| | | | | | | |
|---|---|---|---|---|---|---|
| 1 NONE | 2 UNDETERMINED | 3 POURED | 4 BLOCK | 5 PRE-CAST PANEL, PLAIN | 6 PRE-CAST PANEL, SHAPED | 7 OTHER |

**METAL**

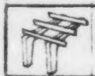


| | | | | | | |
|---|---|---|---|---|---|---|
| 1 NONE | 2 UNDETERMINED | 3 GALVANIZED TIN OR IRON | 4 METAL SHEET | 5 METAL AND GLASS | 6 CAST IRON | 7 OTHER |

**27 IS BUILDING SHEATHED ?** YES ☐ ☐ UNDETERMINED ☐

**28 WALL CONSTRUCTION**

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 UNDETERMINED | 2 VERTICAL LOG | 3 HORIZONTAL LOG | 4 HORIZONTAL LOG CORDWOOD | 5 VERTICAL PLANK | 6 HORIZONTAL PLANK | 7 MORTISE AND TENON FRAME | 8 MORTISE AND TENON (RED RIVER FRAME) | 9 MORTISE AND TENON (COLOMBAGE) | 10 NAILED FRAME |



| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 11 GLUED OR LAMINATED FRAME | 12 EARTH | 13 STONE | 14 BRICK | 15 CONCRETE BLOCK | 16 CONCRETE POURED | 17 STEEL OR IRON | 18 OTHER |

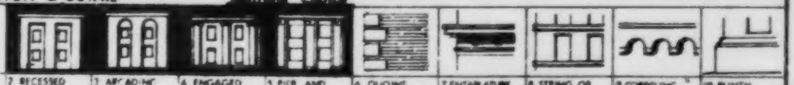
| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **EXTERIOR SHEATHING-MAIN FACADE-MORE THAN ONE-** Multiple Choice | | | | | | | | | **COMMENTS** |
| NONE<br>1 | WOOD<br>2 | TILE OR TERRA-COTTA<br>3 | PLASTER OR STUCCO<br>4 | STONE<br>5 | BRICK<br>6 | METAL<br>7 | COMPOSITION<br>8 | OTHER<br>9 | |

**30 EXTERIOR SHEATHING-OTHER FACADES**

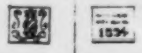
SAME AS MAIN ☐ 1

DIFFERENT FROM MAIN ☐ 2

**31 WALL DESIGN & DETAIL** Multiple Choice

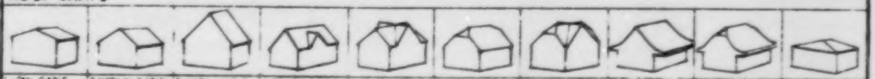


| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 NONE | 2 RECESSED PANELS | 3 ARCADING | 4 ENGAGED COLUMN OR PILASTER | 5 PIER AND SPANDREL | 6 QUOINS | 7 ENTABLATURE AND/OR FRIEZE | 8 STRING OR BELT COURSE | 9 CORBELING | 10 PLINTH |

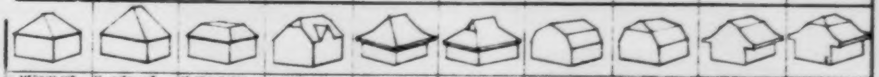


| | | | |
|---|---|---|---|
| 11 DECORATIVE PANEL OR CARVING | 12 INSCRIPTION OR DATE STONE | 13 DECORATIVE DESIGN OR PAINTING | 14 OTHER |

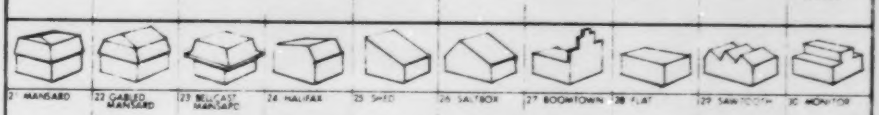
**32 ROOF SHAPE**



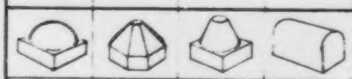
| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 LOW GABLE | 2 MEDIUM GABLE | 3 HIGH GABLE | 4 CENTRE GABLE | 5 CROSS GABLE | 6 HIPPED GABLE | 7 HIPPED, CROSS GABLE | 8 BELLCAST GABLE | 9 BELLCAST HIPPED GABLE | 10 LOW HIP |



| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 11 MEDIUM HIP | 12 HIGH HIP | 13 TRUNCATED HIP | 14 HIPPED WITH CENTRE GABLE | 15 BELLCAST HIP | 16 GABLED HIP OR GABLET | 17 GAMBREL | 18 HIPPED GAMBREL | 19 BELLCAST GAMBREL | 20 BELLCAST HIPPED GAMBREL |



| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 21 MANSARD | 22 GABLED MANSARD | 23 BELLCAST MANSARD | 24 HALIFAX | 25 SHED | 26 SALTBOX | 27 BOOMTOWN | 28 FLAT | 29 SAWTOOTH | 30 MONITOR |

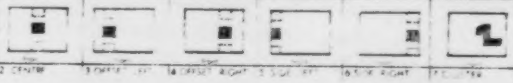


| | | | | |
|---|---|---|---|---|
| 31 DOME | 32 PYRAMIDAL | 33 CONICAL | 34 VAULT | 35 OTHER |

**33 ROOF MATERIAL**

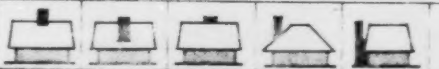
| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| UNKNOWN<br>1 | THATCH OR SOD<br>2 | WOOD<br>3 | TILE<br>4 | METAL<br>5 | SLATE<br>6 | COMPOSITION<br>7 | GLASS<br>8 | CONCRETE<br>9 | TAR & GRAVEL<br>10 | OTHER<br>11 |

**34 CHIMNEY LOCATION-PLAN-** Multiple Choice



| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1 NONE | 2 CENTRE | 3 OFFSET LEFT | 4 OFFSET RIGHT | 5 SIDE LEFT | 6 SIDE RIGHT | 7 CLUSTER | 8 OTHER |

**35 CHIMNEY LOCATION-** Multiple Choice

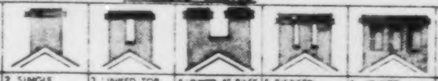


| | | | | | | |
|---|---|---|---|---|---|---|
| 1 NONE | 2 STRADDLE RIDGE | 3 FRONT SLOPE | 4 REAR SLOPE | 5 SIDE SLOPE | 6 EXTERIOR | 7 OTHER |

**36 CHIMNEY STACK MATERIAL**

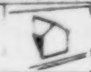
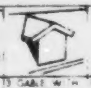
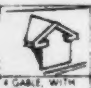
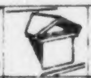
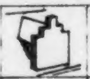
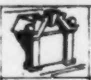
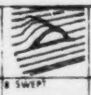
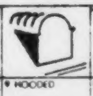
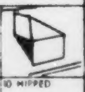
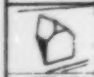
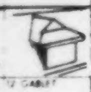
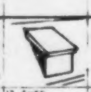
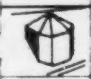
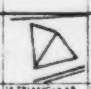
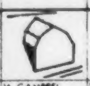
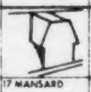
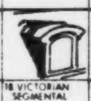
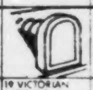
| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| NONE<br>1 | UNKNOWN<br>2 | TILE<br>3 | METAL<br>4 | RUBBLE<br>5 | CUT STONE<br>6 | BRICK<br>7 | PARGE<br>8 | CONCRETE<br>9 | OTHER<br>10 |

**37 CHIMNEY STACK UNITS-** Multiple Choice

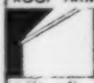
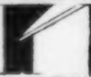
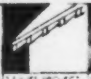
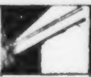
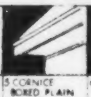
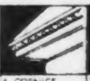
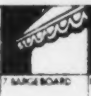
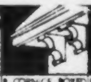
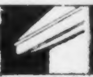
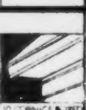
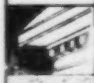
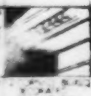
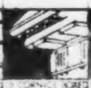
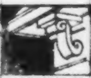
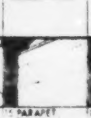
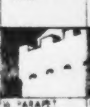
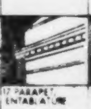
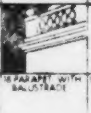


| | | | | | | |
|---|---|---|---|---|---|---|
| 1 NONE | 2 SINGLE | 3 LINKED, TOP | 4 LINKED AT BASE | 5 PIERCED | 6 JOINED | 7 OTHER |

**38 DORMER SHAPE**

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| |  |  |  |  |  |  |  |  |  |
| NONE | 2 GABLE, NO OVERHANG | 3 GABLE WITH OVERHANG | 4 GABLE, WITH RETURN | 5 PEDIMENT | 6 GABLE, STEPPED | 7 GABLE, DECORATED | 8 SWEPT | 9 HOODED | 10 HIPPED |
|  |  |  |  |  |  |  |  |  | |
| HIPPED GABLE | 12 GABLET | 13 SHED | 14 BAY | 15 TRIANGULAR | 16 GAMBREL | 17 MANSARD | 18 VICTORIAN SEGMENTAL | 19 VICTORIAN ROUND | 20 OTHER |

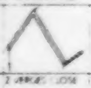
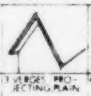
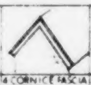
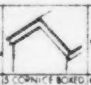
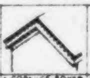
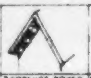
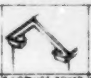
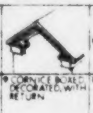
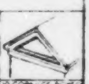
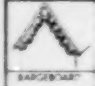
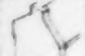
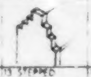
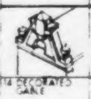
**39 ROOF TRIM-EAVES TYPE**

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |  |  |  |
| [illegible] EAVES | 2 EAVES PROJECTING, NO RAFTERS EXPOSED | 3 EAVES PROJECTING, RAFTERS EXPOSED | 4 CORNICE FASCIA ALONE | 5 CORNICE BOXED PLAIN | 6 CORNICE BOXED, DECORATED | 7 BARGEBOARD | 8 CORNICE BOXED, BRACKETS OR CONSOLES | 9 CORNICE BOXED, SLOPED SOFFIT | 10 CORNICE BOXED, PLAIN FRIEZE PLAIN |
|  |  |  |  |  |  |  |  | | |
| [illegible] | 12 CORNICE BOXED [illegible] PLAIN | 13 CORNICE BOXED, DECORATED, FRIEZE DECORATED | 14 CORNICE BOXED WITH FRIEZE & BRACKETS | 15 PARAPET PLAIN | 16 PARAPET CRENELLATED | 17 PARAPET, ENTABLATURE | 18 PARAPET WITH BALUSTRADE | 19 PARAPET, OTHER | 20 OTHER |

**40 ROOF TRIM-EAVES MATERIAL**

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| NONE | UNKNOWN | WOOD | CUT STONE | BRICK | TILE OR TERRA-COTTA | CONCRETE OR CAST STONE | PLASTER OR STUCCO | METAL | OTHER |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

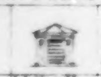
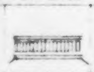
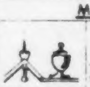
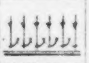
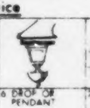
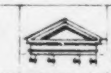
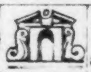
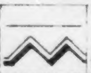
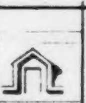
**41 ROOF TRIM-RAKING TYPE**

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| |  |  |  |  |  |  |  |  |  |
| NONE | 2 VERGES CLOSE | 3 VERGES PROJECTING PLAIN | 4 CORNICE FASCIA ALONE | 5 CORNICE BOXED PLAIN | 6 CORNICE BOXED, DECORATED | 7 CORNICE BOXED, BRACKETS OR CONSOLES | 8 CORNICE BOXED PLAIN WITH RETURN | 9 CORNICE BOXED, DECORATED, WITH RETURN | 10 CORNICE BOXED PEDIMENTED |
|  |  |  |  | | | | | | |
| BARGEBOARD | 12 PARAPET GABLE | 13 STEPPED GABLE | 14 DECORATED GABLE | 15 OTHER | | | | | |

**42 ROOF TRIM-RAKING MATERIAL**

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| NONE | UNKNOWN | WOOD | CUT STONE | BRICK | TILE OR TERRA-COTTA | CONCRETE OR CAST STONE | PLASTER OR STUCCO | METAL | OTHER |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

**43 ROOF TRIM-SPECIAL FEATURES** **Multiple Choice**

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| |  |  |  |  |  |  |  |  |  |
| NONE | 2 CUPOLA OR LANTERN | 3 BELVEDERE OR OPEN WALK | 4 FINIAL OR URN | 5 CRESTING | 6 DROP OR PENDANT | 7 PEDIMENT | 8 DECORATED PEDIMENT | 9 ADDITIONAL OR DECORATED GABLES | 10 ADDITIONAL GABLE WITH WINDOW(S) |

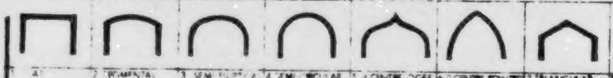
OTHER

COMMENTS

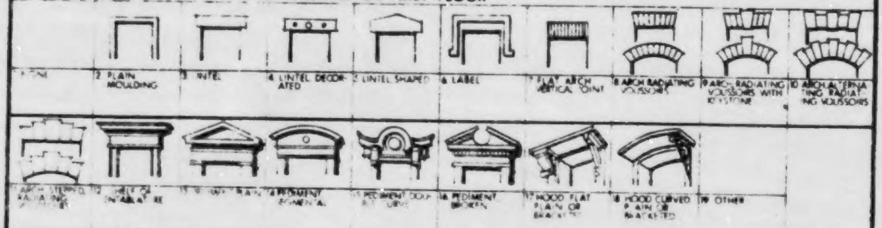
RECORDER SHEET-6

COMMENTS

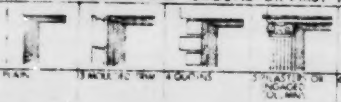
### MAIN WINDOW STRUCTURAL OPENING SHAPE - GROUND OR FIRST FLOOR


1 FLAT
2 SEGMENTAL
3 SEMI-ELLIPTICAL
4 SEMI-CIRCULAR
5 4 CENTRE OGEE
6 2 CENTRE POINTED
7 TRIANGULAR
8 OTHER

### 45 MAIN WINDOW SURROUND - HEAD - GROUND OR FIRST FLOOR


1 NONE
2 PLAIN MOULDING
3 LINTEL
4 LINTEL DECORATED
5 LINTEL SHAPED
6 LABEL
7 FLAT ARCH VERTICAL JOINT
8 ARCH RADIATING VOUSSOIRS
9 ARCH RADIATING VOUSSOIRS WITH KEYSTONE
10 ARCH ALTERNATING RADIATING VOUSSOIRS
11 ARCH STEPPED RADIATING VOUSSOIRS
12 SHELF OR ENTABLATURE
13 PEDIMENT PLAIN
14 PEDIMENT SEGMENTAL
15 PEDIMENT DOUBLE CURVE
16 PEDIMENT BROKEN
17 HOOD FLAT PLAIN OR BRACKETED
18 HOOD CURVED PLAIN OR BRACKETED
19 OTHER

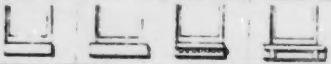
### 46 MAIN WINDOW SURROUND - SIDES - GROUND OR FIRST FLOOR


1 NONE
2 PLAIN
3 MOULDED TRIM
4 QUOINS
5 PILASTERS OR ENGAGED COLUMNS
6 DECORATED OTHER
7 OTHER

### 47 MAIN WINDOW SURROUND - MATERIAL

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| NONE | WOOD | RUBBLE | STONE | BRICK | TILE OR TERRA COTTA | CONCRETE OR CAST STONE | PLASTER OR STUCCO | METAL | UNKNOWN | OTHER |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |

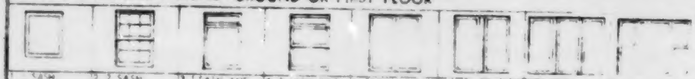
### 4 MAIN WINDOW SURROUND - SILLS - GROUND OR FIRST FLOOR


1 NONE
2 PLAIN
3 [illegible]
4 DECORATED
5 DECORATED
6 OTHER

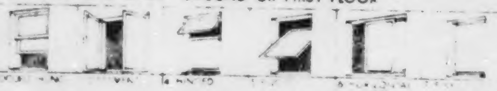
### 49 MAIN WINDOW SURROUND - SILLS MATERIAL

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| NONE | WOOD | RUBBLE | CUT STONE | BRICK | TILE OR TERRA COTTA | CONCRETE OR CAST STONE | PLASTER OR STUCCO | METAL | UNKNOWN | OTHER |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |

### 50 MAIN WINDOW DIVISIONS - GROUND OR FIRST FLOOR


1 1 SASH
2 2 SASH
3 1 SASH AND TRANSOM
4 2 SASH AND TRANSOM
5 1 SASH NO MULLION
6 2 SASH WITH MULLION
7 3 SASH OR MORE WITH MULLION
8 SASH WITH [illegible]
9 OTHER

### 51 MAIN WINDOW SWING or SLIDE - GROUND OR FIRST FLOOR


1 UNKNOWN
2 DOUBLE HUNG
3 CASEMENT
4 HINGED
5 [illegible]
6 HORIZONTAL SLIDING
7 [illegible]
8 OTHER

### 52 MAIN WINDOW PANES OR LIGHTS - GROUND OR FIRST FLOOR

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| UPPER OR LEFT SASH | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | MULTI | OTHER |
| LOWER OR RIGHT SASH | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | MULTI | OTHER |

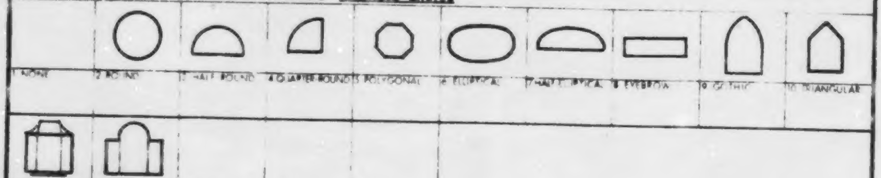
### 5 WINDOWS - SECOND FLOOR - Multiple Choice

| | | | | | | |
|---|---|---|---|---|---|---|
| DIFFERENT FROM FIRST FLOOR | OPENING<br>1 | HEAD<br>2 | SIDE<br>3 | SILLS<br>4 | SAME AS FIRST FLOOR<br>5 | NONE<br>6 |

### 4 WINDOWS - THIRD FLOOR - Multiple Choice

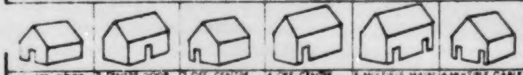
| | | | | | | |
|---|---|---|---|---|---|---|
| DIFFERENT FROM FIRST FLOOR | OPENING<br>1 | HEAD<br>2 | SIDE<br>3 | SILLS<br>4 | SAME AS FIRST FLOOR<br>5 | NONE<br>6 |

### 55 SPECIAL WINDOW TYPES - ANY FACADE - Multiple Choice


1 NONE
2 ROUND
3 HALF ROUND
4 QUARTER ROUND
5 POLYGONAL
6 ELLIPTICAL
7 HALF ELLIPTICAL
8 EYEBROW
9 GOTHIC
10 TRIANGULAR
11 BAY, BOW OR ORIEL
12 PALLADIAN
13 BLIND
14 MULTI
15 OTHER

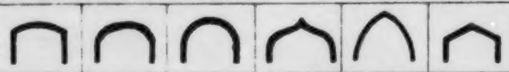
COMMENTS

56 **MAIN DOOR LOCATION**



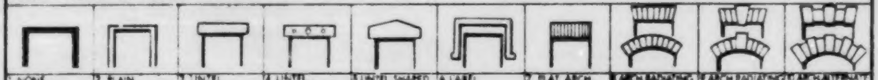
| | | | | | | |
|---|---|---|---|---|---|---|
| 1 CENTRE DOOR, GABLE FACADE | 2 CENTRE DOOR, MAIN FACADE | 3 OFF-CENTRE, GABLE FACADE | 4 OFF-CENTRE, MAIN FACADE | 5 MULTIPLE, MAIN | 6 MULTIPLE, GABLE | 7 OTHER |

57 **MAIN DOOR STRUCTURAL OPENING SHAPE**

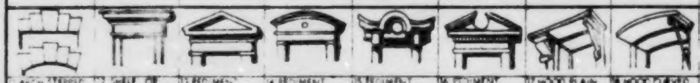


| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1 FLAT | 2 SEGMENTAL | 3 SEMI-ELLIPTICAL | 4 SEMI-CIRCULAR | 5 4 CENTRE OGEE | 6 2 CENTRE POINTED | 7 TRIANGULAR | 8 OTHER |

58 **MAIN DOOR SURROUND - HEAD**

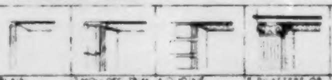


| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 NONE | 2 PLAIN MOULDING | 3 LINTEL | 4 LINTEL DECORATED | 5 LINTEL, SHAPED | 6 LABEL | 7 FLAT ARCH VERTICAL JOINTS | 8 ARCH RADIATING VOUSSOIRS | 9 ARCH RADIATING VOUSSOIRS, KEYSTONE | 10 ARCH ALTERNATE RADIATING VOUSSOIRS |



| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 11 ARCH STEPPED RADIATING VOUSSOIRS | 12 SHELF OR ENTABLATURE | 13 PEDIMENT PLAIN | 14 PEDIMENT SEGMENTAL | 15 PEDIMENT DOUBLE CURVE | 16 PEDIMENT BROKEN | 17 HOOD PLAIN OR BRACKETED | 18 HOOD CURVED PLAIN OR BRACKETED | 19 OTHER |

59 **MAIN DOOR SURROUND - SIDES**

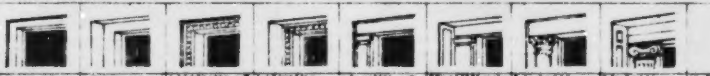


| | | | | | | |
|---|---|---|---|---|---|---|
| 1 NONE | 2 PLAIN | 3 MOULDED TRIM | 4 QUOINS | 5 PILASTERS OR ENGAGED COLUMNS | 6 DECORATED OTHER | 7 OTHER |

60 **MAIN DOOR SURROUND - MATERIAL**

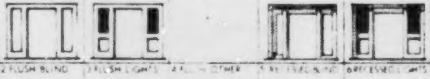
| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| NONE | UNKNOWN | RUBBLE | STONE | BRICK | TILE OR TERRA-COTTA | CONCRETE OR CAST STONE | PLASTER OR STUCCO | METAL | OTHER |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

61 **MAIN DOOR ARCHITRAVE TYPE**



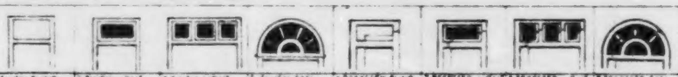
| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 NONE | 2 PLAIN, NO EMBRASURE | 3 PLAIN, WITH EMBRASURE | 4 DECORATED, NO EMBRASURE | 5 DECORATED WITH EMBRASURE | 6 PILASTERS, NO EMBRASURE | 7 PILASTERS WITH EMBRASURE | 8 ENGAGED COLUMN, NO EMBRASURE | 9 ENGAGED COLUMN WITH EMBRASURE | 10 OTHER |

62 **MAIN DOOR ARCHITRAVE - SIDE PANELS**



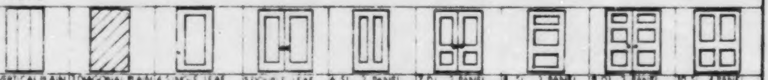
| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1 NONE | 2 FLUSH BLIND | 3 FLUSH LIGHTS | 4 FLUSH OTHER | 5 RECESSED BLIND | 6 RECESSED LIGHTS | 7 RECESSED OTHER | 8 OTHER |

63 **MAIN DOOR ARCHITRAVE - TRANSOM PANELS**

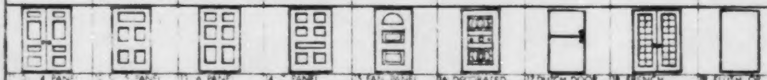


| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 NONE | 2 FLUSH BLIND | 3 FLUSH LIGHT | 4 FLUSH LIGHT MULLION | 5 FLUSH FAN | 6 RECESSED BLIND | 7 RECESSED LIGHT PLAIN | 8 RECESSED LIGHT, MULLION | 9 RECESSED FAN | 10 OTHER |

64 **MAIN DOOR TYPE**

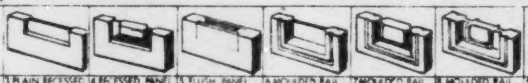


| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 UNKNOWN | 2 VERTICAL PLAIN | 3 DIAGONAL PLAIN | 4 SINGLE LEAF, 1 PANEL | 5 DOUBLE LEAF, 1 PANEL | 6 SL 2 PANEL | 7 DL 2 PANEL | 8 SL 3 PANEL | 9 DL 3 PANEL | 10 SL 4 PANEL |



| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 11 DL 4 PANEL | 12 SL 5 PANEL | 13 6 PANEL | 14 [illegible] PANEL | 15 FAN PANEL | 16 DECORATED DOOR | 17 DUTCH DOOR | 18 FRENCH | 19 FLUSH OR LAMINATED | 20 OTHER |

65 **MAIN DOOR PANEL(S)**



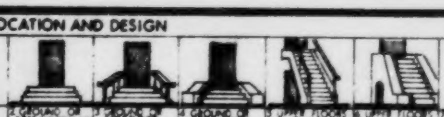
| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 NONE | 2 UNKNOWN | 3 PLAIN RECESSED PANEL | 4 RECESSED PANEL BEVELED | 5 FLUSH PANEL | 6 MOULDED RAIL FLUSH PANEL | 7 MOULDED RAIL, RAISED PANEL | 8 MOULDED RAIL, DECORATED PANEL | 9 OTHER |

66 **MAIN DOOR GLAZING**

| | | | | | | |
|---|---|---|---|---|---|---|
| NONE | UNKNOWN | PARTLY GLAZED | FULLY GLAZED | GLAZED AND DECORATED | STAINED GLASS | OTHER |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

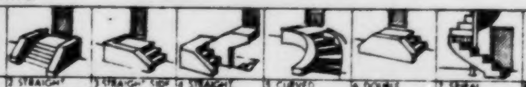
COMMENTS

## STAIRS - LOCATION AND DESIGN



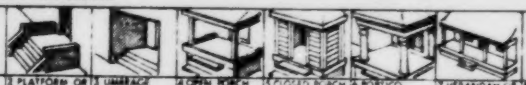
| | | | | | | |
|---|---|---|---|---|---|---|
| 1 NONE | 2 GROUND OR FIRST FLOOR PLAN | 3 GROUND OR FIRST FLOOR WITH RAILING | 4 GROUND OR FIRST FLOOR WITH SOLID RAILING | 5 UPPER FLOORS WITH RAILING | 6 UPPER FLOORS WITH SOLID RAILING | 7 OTHER |

## 68 STAIRS - SHAPE



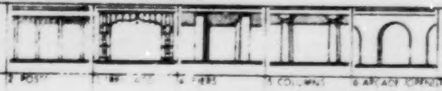
| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1 NONE | 2 STRAIGHT | 3 STRAIGHT SIDE | 4 STRAIGHT REVERSED | 5 CURVED | 6 DOUBLE | 7 SPIRAL | 8 OTHER |

## 69 PORCHES AND GALLERIES



| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1 NONE | 2 PLATFORM OR STOOP | 3 UMBRAGE | 4 OPEN PORCH | 5 CLOSED PORCH | 6 PORTICO | 7 VERANDAH OR GALLERY | 8 OTHER |

## 70 PORCHES AND GALLERIES - SUPPORTS



| | | | | | | |
|---|---|---|---|---|---|---|
| 1 NONE | 2 POSTS | [illegible] | 4 PIERS | 5 COLUMNS | 6 ARCADE (OPEN) | 7 OTHER |

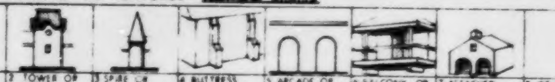
## 71 PORCHES AND GALLERIES - SUPPORTS MATERIAL

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| NONE 1 | UNKNOWN 2 | WOOD 3 | RUBBLE 4 | CUT STONE 5 | BRICK 6 | TILE OR TERRA COTTA 7 | CONCRETE OR CAST STONE 8 | PLASTER OR STUCCO 9 | METAL 10 | OTHER 11 |

## 72 PORCHES AND GALLERIES - HEIGHT

| | | | | | |
|---|---|---|---|---|---|
| NONE 1 | 1st STOREY 2 | 1st & 2nd STOREYS | MULT. STOREYS 4 | OTHER 5 | 8 |

## 73 ADDITIONAL BUILDING FEATURES - Multiple Choice



| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1 NONE | 2 TOWER OR TURRET | 3 SPIRE OR STEEPLE | 4 BUTTRESS | 5 ARCADE OR COLONNADE | 6 BALCONY OR ADDITIONAL PORCH | 7 ATTACHED BARN OR GARAGE | 8 OTHER |

## 74 INTERIOR ITEMS OF INTEREST - Multiple Choice

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| NONE 1 | UNKNOWN 2 | STAIRS 3 | HALL 4 | MAIN ROOMS 5 | FIREPLACE AND MANTEL 6 | DOOR TRIM 7 | WINDOW TRIM 8 | DECORATIVE COMPONENTS 9 | OTHER 10 |

## 75 APPARENT ALTERATIONS AND/OR ADDITIONS

1-YES 2-NO **Multiple Choice**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| NONE 1<br>2 | WALL 1<br>2 | WINDOW 1<br>3 | DOORS<br>4 | ROOF 2<br>5 | CHIMNEY 1<br>6 | STAIR PORCH 2<br>7 | ADD. STOREY 2<br>8 | OTHER<br>9 |

## 76 CONDITION OF BUILDING

1-GOOD 2-FAIR 3-POOR **Multiple Choice**

| | | | | | | |
|---|---|---|---|---|---|---|
| WALL 1<br>2<br>3 | WINDOWS<br>2 3 | DOORS<br>3 | ROOF 2<br>4 | CHIMNEY 2<br>5 | STAIR PORCH 2<br>6 3 | OTHER<br>7 |

## 77 PROPERTY FEATURES - Multiple Choice

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| NONE 1 | GARAGE OR COACH HOUSE 2 | STABLE OR BARN | OUT-BUILDING 4 | FENCE 5 | GARDEN FEATURE 6 | WATER FEATURE 7 | OTHER 8 |

## 78 PRESENT STATUS

| | | |
|---|---|---|
| INHABITED | ABANDONED | OTHER |

RECORDER SHEET - 9

## NOTES-COMMENTS-SKETCHES

FOR OFFICE USE ONLY

### GENERAL STYLE

| | | | | |
|---|---|---|---|---|
| BAROQUE | GOTHIC REVIVAL | CLASSIC ECLECTIC | BAROQUE ECLECTIC | MODERNE |
| QUEBEC VERNACULAR | TUSCAN VILLA | BYZANTINE ECLECTIC | ENGLISH ECLECTIC | MIESIAN-BAUHAUS |
| GEORGIAN OR PALLADIAN | SECOND EMPIRE | ROMANESQUE ECLECTIC | CHICAGO SCHOOL | CORBUSIAN-NEW BAROQUE |
| REGENCY | ITALIANATE | GOTHIC ECLECTIC | PICTURESQUE VERNACULAR | |
| PARTIAL CLASSIC REVIVAL | ROMANESQUE REVIVAL | RENAISSANCE ECLECTIC | | OTHER |
| FULL CLASSIC REVIVAL | CLASSIC | GEORGIAN ECLECTIC | | |

### SCORING

| AGE | ARCHITECTURAL MERIT | HISTORIC OR SOCIOCULTURAL INTEREST | SITE, ENVIRONMENT & COMPATIBILITY | RARITY | ACCESSIBILITY | FUTURE USE |
|---|---|---|---|---|---|---|
| 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 |

RAZED ☐

RECORDER SHEET-10

FHR-8-300 (11-78)

**United States Department of the Interior**
**Heritage Conservation and Recreation Service**

# National Register of Historic Places Inventory—Nomination Form

See instructions in *How to Complete National Register Forms*
Type all entries—complete applicable sections

## 1. Name

historic

and/or common

## 2. Location

street & number ___ not for publication

city, town ___ vicinity of congressional district

state code county code

## 3. Classification

**Category**
___ district
___ building(s)
___ structure
___ site
___ object

**Ownership**
___ public
___ private
___ both

**Public Acquisition**
___ in process
___ being considered

**Status**
___ occupied
___ unoccupied
___ work in progress

**Accessible**
___ yes: restricted
___ yes: unrestricted
___ no

**Present Use**
___ agriculture
___ commercial
___ educational
___ entertainment
___ government
___ industrial
___ military
___ museum
___ park
___ private residence
___ religious
___ scientific
___ transportation
___ other:

## 4. Owner of Property

name

street & number

city, town ___ vicinity of state

## 5. Location of Legal Description

courthouse, registry of deeds, etc.

street & number

city, town state

## 6. Representation in Existing Surveys

title has this property been determined elegible? ___ yes ___ no

date ___ federal ___ state ___ county ___ local

depository for survey records

city, town state

## 7. Description

**Condition**
___ excellent
___ good
___ fair
___ deteriorated
___ ruins
___ unexposed

**Check one**
___ unaltered
___ altered

**Check one**
___ original site
___ moved date ______________________

**Describe the present and original (if known) physical appearance**

## 8. Significance

**Period**
___ prehistoric
___ 1400–1499
___ 1500–1599
___ 1600–1699
___ 1700–1799
___ 1800–1899
___ 1900–

**Areas of Significance—Check and justify below**
___ archeology-prehistoric
___ archeology-historic
___ agriculture
___ architecture
___ art
___ commerce
___ communications
___ community planning
___ conservation
___ economics
___ education
___ engineering
___ exploration/settlement
___ industry
___ invention
___ landscape architecture
___ law
___ literature
___ military
___ music
___ philosophy
___ politics/government
___ religion
___ science
___ sculpture
___ social/humanitarian
___ theater
___ transportation
___ other (specify)

**Specific dates**

**Builder/Architect**

**Statement of Significance (in one paragraph)**

## 9. Major Bibliographical References

## 10. Geographical Data

Acreage of nominated property

Quadrangle name

Quadrangle scale

UMT References

| | Zone | Easting | Northing | | Zone | Easting | Northing |
|---|---|---|---|---|---|---|---|
| A | | | | B | | | |
| C | | | | D | | | |
| E | | | | F | | | |
| G | | | | H | | | |

**Verbal boundary description and justification**

**List all states and counties for properties overlapping state or county boundaries**

state code county code

state code county code

## 11. Form Prepared By

name/title

organization date

street & number telephone

city or town state

## 12. State Historic Preservation Officer Certification

The evaluated significance of this property within the state is:

___ national ___ state ___ local

As the designated State Historic Preservation Officer for the National Historic Preservation Act of 1966 (Public Law 89–665). I hereby nominate this property for inclusion in the National Register and certify that it has been evaluated according to the criteria and procedures set forth by the Heritage Conservation and Recreation Service.

State Historic Preservation Officer signature

title date

For HCRS use only

I hereby certify that this property is included in the National Register

date

Keeper of the National Register

Attest: date

Chief of Registration

Form No. 10-300a
(Rev. 10-74)

UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

# NATIONAL REGISTER OF HISTORIC PLACES INVENTORY -- NOMINATION FORM

FOR NPS USE ONLY

RECEIVED

DATE ENTERED

CONTINUATION SHEET ITEM NUMBER PAGE

ALASKA HERITAGE RESOURCES SURVEY
SITE CARD

10-521
REV. 1972,1976

1. NAME OF SITE

2. PERTINENT DATES

3. LOCATION

4. DESCRIPTION (DIMENTIONS, PRESENT CONDITION, TOPOGRAPHICAL & OTHER ENVIRONMENTAL FEATURES, ETC.

(FACE OF FORM)

5. SIGNIFICANCE

6. DANGER OF DESTRUCTION

7. RELEVANT PRINTED, MANUSCRIPT, PHOTOGRAPHIC REFERENCES

8. OWNER OF PROPERTY/ADDRESS

SPACE BELOW FOR ADP USE ONLY

CODED BY

QUAD ID ID#

SITE NAME

LAT. (DEG) (MIN) (SEC)

LONG. (DEG) (MIN) (SEC)

THEME RESOURCE NATURE

OWNERSHIP SIZE

PRESERVATION STATUS

CULTURAL AFFILIATION

BIBLIOGRAPHIC REFERENCE

DATES

RELIABILITY AHRS DATE

NR/NRE DATE

SITE CONDITION

SITE ENVIRONMENT

SITE REPOSITORY

(REVERSE SIDE, INSTRUCTIONS AND MAILING)

EXPLANATION OF ITEMS

1. ENTER COMMON NAME, ALSO ANY OTHER NAMES SITE IS KNOWN BY.
2. GIVE DATE OF CONSTRUCTION OR ANY OTHER SIGNIFICANT DATES ASSOCIATED WITH ITEM.
3. LOCATE AS EXACTLY AS POSSIBLE. IF IN TOWNSITE, GIVE LOT AND BLOCK NUMBERS. IF NOT, LOCATE ON MAP (PREFERABLY 1:63,630 USGS) AND ATTACH MAP. ALSO GIVE LATITUDE AND LONGITUDE OR TOWNSHIP, RANGE, SECTION, QUARTER SECTION, MERIDIAN, IF KNOWN.
4. GIVE PHYSICAL DESCRIPTION IN AS MUCH DETAIL AS POSSIBLE. ATTACH PHOTOS AND DRAWINGS IF AVAILABLE.
5. TELL WHY THIS ITEM IS SIGNIFICANT IN NATIONAL, STATE, OR LOCAL HISTORY.
6. REPORT ANY KNOWN DANGER TO THIS ITEM.
7. ENTER ANY SOURCE MATERIAL FOR INFORMATION ON THIS ITEM.
8. GIVE NAME AND ADDRESS OF PROPERTY OWNER.
9. ENTER CURRENT DATE.

RETURN ADDRESS

NAME/TELEPHONE

STREET OR BOX NUMBER

CITY AND ZIP CODE

DIRECTOR
DIVISION OF PARKS
619 WAREHOUSE AVE. SUITE 210
ANCHORAGE, ALASKA 99501

## PUBLICATIONS OF THE ALASKA DIVISION OF PARKS, OFFICE OF HISTORY & ARCHAEOLOGY-1980

No. 1. ALASKAN ARCHAEOLOGY: A BIBLIOGRAPHY. (KAREN WOOD WORKMAN)

No. 2. ALASKA'S ABANDONED TOWNS: CASE STUDIES FOR PRESERVATION & INTERPRETATION.

No. 3. ALASKA HERITAGE RESOURCE SURVEY INDEX. (WILLIAM S. HANABLE, GREG DIXON)

No. 4. ALASKA HERITAGE RESOURCE SURVEY, A PHOTOGRAPHIC CATALOG. (HANABLE)

No. 5. LOWER COPPER AND CHITINA RIVERS: AN HISTORIC RESOURCE STUDY. (HANABLE-WORKMAN)

No. 6. ALASKA'S HISTORIC ROADHOUSES. (WICHE--MICHAEL E. SMITH)

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No. 9. REPORT OF ARCHAEOLOGICAL INVESTIGATIONS IN THE VICINITY OF THE PROPOSED NOATAK AND KIVALINA WATER SYSTEMS TO THE U.S. PUBLIC HEALTH SERVICE.

No. 10. REPORT OF ARCHAEOLOGICAL AND HISTORICAL INVESTIGATIONS ALONG THE COPPER RIVER; TASNUNA RIVER TO CHITINA.

No. 11. REPORT OF ARCHAEOLOGICAL INVESTIGATIONS IN THE VICINITY OF THE PROPOSED SNETTISHAM POWER TRANSMISSION LINE, BISHOP TO THANE.

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No. 16. ARCHAEOLOGICAL SURVEY PROJECTS, 1976. (REGER, DIXON, ET AL)

No. 17. ALASKA MINING HISTORY: A SOURCE DOCUMENT. (VIRGINIA DOYLE HEINER)

No. 18. ARCHAEOLOGICAL PROJECTS, 1977. (R. GREG DIXON, RABICH, REGER, ET AL)

No. 19. BIBLIOGRAPHY OF PUBLISHED REPORTS OF THE ALASKA ROAD COMMISSION 1905-1957 (Part I: 1905-1925). (ALFRED MONGIN)

No. 20. THE NATIONAL REGISTER OF HISTORIC PLACES IN ALASKA. (JOAN ANTONSON MOHR)

No. 21. ECONOMICS OF HISTORIC PRESERVATION: THE HISTORIC PRESERVATION PROGRAM IN ALASKA. (WICHE--L.G. GORMAN)

No. 22. ARCHAEOLOGICAL SURVEY PROJECT, 1978. (DOUGLAS REGER, ET AL)

No. 23. THE CHURCH IN ALASKA'S PAST (CONFERENCE PROCEEDINGS). (MICHAEL S. KENNEDY)

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No. 25. THE SEA IN ALASKA'S PAST (CONFERENCE PROCEEDINGS). (MICHAEL S. KENNEDY)

No. 26. THE FABRIC OF ALASKA'S PAST: A CURRICULUM FOR HISTORIC PRESERVATION (WICHE--CELIA JANKOWSKI: EDITOR: MICHAEL S. KENNEDY)